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ABSTRACT

Education International (EI) convened its affiliates worldwide on the occasion of its third World Congress in Jomtien, Thailand in July 2001. EI is a worldwide trade union organization of education personnel, whose 25 million members represent all sectors of education from preschool to university, 311 national trade unions and associations in 159 countries and territories. At the 2001 World Congress, the EI member organizations stated their wish that EI continue to mobilize teachers, trade unionists, and the international community around issues such as the right to quality public education for all human beings, controlled globalization, greater social justice and better cooperation among people. This document contains a comprehensive presentation of resolutions adopted by EI. This includes resolutions passed at the 1995 World Congress held in Harare, Zimbabwe, the 1998 World Congress held in Washington, D.C., and the 2001 World Congress held in Jomtien, Thailand. Following the EI Declaration of Professional Ethics, the resolutions are divided into four categories: (1) "Education and Employment (Quality Public Education for All, Status of Teachers, Higher Education, Health Education)"; (2) "Human and Trade Union Rights (Peace and Democracy, Human Rights, Trade Union Rights, Rights of the Child, Gender Equality)"; (3) "Development Cooperation"; and (4) "Globalisation." (BT)

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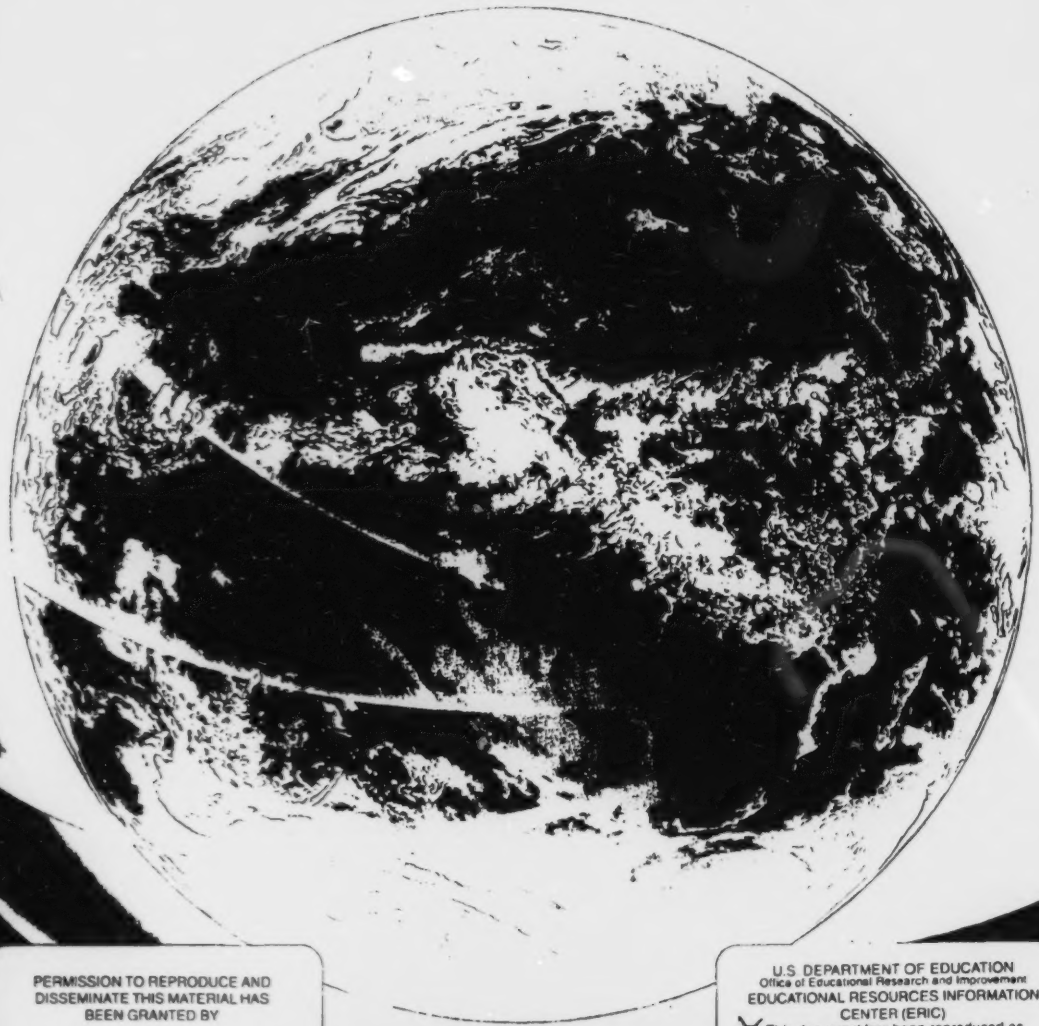
Education International Policy Resolutions



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EDUCATION INTERNATIONAL POLICY RESOLUTIONS

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EI DECLARATION ON PROFESSIONAL ETHICS

1. This declaration represents an individual and collective commitment by teachers and all others involved in education. It is complementary to the laws, statutes, rules and programmes that define the practice of the profession. It is also a tool that aims at helping teachers and education personnel respond to questions related to professional conduct and at the same time to the problems arising from relations with the different participants in education;

EI DECLARATION ON PROFESSIONAL ETHICS

Preamble

2. Quality public education, a cornerstone of a democratic society, has the task of providing equality of educational opportunity for all children and youth and is fundamental to the well being of society through its contribution to economic, social, and cultural development. Teachers and education personnel have a responsibility to foster confidence among the general public in the standards of service that can be expected from all engaged in this important task;

3. The exercise of responsible judgement is at the heart of professional activity and the actions of caring, competent and committed teachers and education personnel to help every student reach his or her potential is a critical factor in the provision of quality education;

4. The expertise and commitment of teachers and education personnel must be combined with good working conditions, a supportive community and enabling policies to allow quality education to take place. In is only when all necessary components are in place that it is possible for teachers and education personnel to fully meet their responsibilities to students and to the communities in which they work;

5. The teaching profession may benefit greatly from a discussion about the core values of the profession. Such raising of consciousness about the norms and ethics of the profession may contribute to increasing job satisfaction among teachers and education personnel, to enhancing their status and self-esteem, and to increasing respect for the profession in society;

6. Teachers and education personnel and their unions, by virtue of their membership in Education International (EI), are committed to the promotion of education that helps develop a person's capacity to live a fulfilled life and to contribute to the wellbeing of society;

7. Recognising the extent of the responsibilities inherent in the teaching process and the responsibility to attain and maintain the highest degree of ethical conduct towards the profession, to students, colleagues and parents, Education International member organisations should
   a) actively promote the policies and resolutions adopted by the EI Congress and Executive Board including this Declaration on Professional Ethics;
   b) work to ensure that education personnel benefit from terms and conditions of work that allow them to fulfil their responsibilities by ensuring they have the rights guaranteed to all workers in the ILO Declaration on Fundamental Principles and Rights at Work and its Follow-up which encompasses:
      - the right to freedom of association;
      - the right to bargain collectively;
      - freedom from discrimination at work;
      - equality at work;
      - freedom from forced, or bonded labour;
      - the elimination of child labour;

c) work to ensure that their members have the rights outlined in *the ILO/UNESCO* Recommendation concerning the Status of Teachers and the UNESCO Recommendation concerning the Status of Higher Education Teaching Personnel;
d) combat all forms of racism, bias or discrimination in education due to gender, marital status, sexual orientation, age, religion, political opinion, social or economic status, national or ethnic origin;
e) cooperate at the national level to promote quality government funded education for all children, to enhance the status and to protect the rights of education personnel;
f) use their influence to make it possible for all children worldwide, without discrimination, and particularly child labourers, children from marginalised groups or those having specific difficulties to have access to quality education;

8. Taking this into consideration, EI recommends the adoption of the following declaration in order to guide teachers and education workers and their trade unions in respecting the ethical standards required by the profession;

9. Commitment to the profession: **Education personnel shall:**
a) justify public trust and confidence and enhance the esteem in which the profession is held by providing quality education for all students;
b) ensure that professional knowledge is regularly updated and improved;
c) determine the nature, format and timing of their lifelong learning programs as an essential expression of their professionalism;
d) declare all relevant information related to competency and qualifications;
e) strive, through active participation in their union, to achieve conditions of work that attract highly qualified persons to the profession;
f) support all efforts to promote democracy and human rights in and through education;

10. Commitment to students: Education personnel shall:
a) respect the rights of all children, especially their students, to benefit from the provisions identified in the *UN Convention on the Rights of the Child* particularly as those rights apply to education;
b) safeguard and promote the interests and wellbeing of students and make every effort to protect students from bullying and from physical or psychological abuse;
c) take all possible steps to safeguard students from sexual abuse;
d) exercise due care, diligence and confidentiality in all matters affecting the welfare of their students;
e) assist students to develop a set of values consistent with international human rights standards;
f) maintain professional relations with students;
g) acknowledge the uniqueness, individuality and specific needs of each student and provide guidance and encouragement to each student to realise his/her full potential;
h) give students a feeling of being part of a community of mutual commitment with room for everyone;
i) exercise authority with justice and compassion;
j) ensure that the privileged relationship between teacher and student is not exploited in any way but particularly in order to proselytise or for ideological control;

11. Commitment to colleagues: Education personnel shall:
a) promote collegiality among colleagues by respecting their professional standing and opinions and be prepared to offer advice and assistance particularly to those beginning their career or in training;
b) maintain confidentiality of information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law;
c) assist colleagues in peer review procedures negotiated and agreed to between education unions and employers;
d) safeguard and promote the interests and wellbeing of colleagues and protect them from bullying and from physical, psychological or sexual abuse;

e) ensure that all means and procedures for the implementation of this declaration are the object of thorough discussions in each national organisation in order to ensure its best possible application;

12. Commitment to Management Personnel: Education personnel shall:

a) be knowledgeable of their legal and administrative rights and responsibilities, and respect the provisions of collective contracts and the provisions concerning students' rights;
b) carry out reasonable instructions from management personnel and have the right to question instructions through a clearly determined procedure;

13. Commitment to parents: Education personnel shall:

a) recognise the right of parents to consultation, through agreed channels, on the welfare and progress of their child;
b) respect lawful parental authority but give advice from a professional point of view that is in the best interest of the child;
c) make every effort to encourage parents to be actively involved in the education of their child and to actively support the learning process by ensuring that children avoid forms of child labour that could affect their education;

14. Commitment to the teacher: The community shall:

a) make it possible for teachers to feel confident that they themselves are treated fairly while attending to their tasks;
b) recognise that teachers have a right to preserve their privacy, care for themselves and lead a normal life in the community;

Adopted by the Third World Congress of Education International, meeting in Jomtien, Thailand, from 25 to 29 July, 2001.

EDUCATION AND EMPLOYMENT

QUALITY PUBLIC EDUCATION FOR ALL

EDUCATING IN A GLOBAL ECONOMY (2001)

Preamble

1. Education is the key to participation in the global economy of the 21st century, based on technological revolutions in communications and transfer of information, as well as major changes in production, transport and distribution, and the economic value of knowledge. This global economy is based upon levels of mobility unprecedented in human history - mobility of information, of finance, of goods and services, and of people, but also mobility of disease, of crime, of arms and instruments of repression. Extremes of wealth and poverty within and among countries are greater than ever. In this new era with its opportunities and threats, each of the principal aims of Education International is more relevant than ever in seeking to build societies that are fair and just for all their citizens, that respect universal values of democracy and human rights, and whose development - social as well as economic - will be equitable and sustainable. In every country, this global economy seeks to permanently reduce the labour cost, and questions the right to education, and to qualification.
   The development of quality higher education systems in developing countries (alongside the expansion of primary, secondary and vocational education) is an essential precondition for the training of the specialists needed for economic and social development, as well as for capacity-building within the education sector as a whole;

2. Education has always reflected and been influenced by changes in economy and society, while at the same time acting upon those changes. The relationship between education, economy and society is interactive. At a time of rapid and even fundamental changes in economy and society, there are great new challenges for education:
   - achieving Education for All;
   - making life-long learning a reality for all;
   - reaffirming the values of education in relation to personal development, the world of work and the rights and responsibilities of citizenship in democratic societies;
   - rethinking educational content and methods, taking into account the potential and the consequences of new technologies;
   - recruiting enough qualified people to work in the education sector;
   - defining the key role of the teacher as a specialist in the provision and management of learning opportunities;
   - interacting with a broader spectrum of partners, parents and local communities, trade unions and enterprises, and non-governmental organisations;

3. There are also threats to education arising out of the global economy:
   - commercialisation of educational services, with consequent risks of inequity, discrimination and deepening of the digital divide;
   - non-respect for diversity of culture, traditions and languages;
   - introduction, under the guise of 'reform', of a 'culture of enterprise' based on self-interest, with the consequent risk of undermining the ethical values of education and of the teaching profession;
   - decreasing attention to the values underlying democracy, and increasing attention to the values of competition and the market;
   - short-sighted solutions to the new challenges, such as hiring unqualified people or draining teachers from the south towards the north;
   - changes in the role of the State, with more emphasis on regulation and less on guarantees of equity and non-discrimination;

4. Huge public funds are being released to encourage the development of on-line education, and the promise of an education via new technologies is being used as an excuse to deny legitimate

claims regarding the building or the upgrading of schools and the recruitment of new teachers and personnel of all categories.

More and more students are deprived of their right to study, as they are compelled to follow electronic courses and watch video-conferences instead of following regular courses. University institutions are trying to seize teachers´ intellectual property rights and plan to sell their courses to other universities, to business and to individual buyers. This leads to the privatisation of schools and to the emergence of specialised firms;

The Third World Congress of Education International, meeting in Jomtien, Thailand, from 25 to 29 July, 2001:

calls on all Governments:

- **to draw up** national action plans by December 2002 for Education For All, using transparent and democratic processes based on the development and improvement of a public education service, involving the various partners, particularly education unions, parents, students and NGOs active in the education sector;
- **ratify and implement** the ILO Convention adopted in June 1999 forbidding the worst forms of child labour, for the purpose of bringing a definitive end to all forms of exploitation of children;
- **endeavour** to concretely implement the decisions of the Jomtien and Dakar conferences on Education For All;
- **to establish** consultative processes with partners in educational reform;
- **to take** steps, in close consultation with education unions, for the recruitment of sufficient qualified teachers and other educational personnel;
- **to enter** into negotiations with education unions in order to upgrade the status of the teaching profession;
- **to take** the necessary political decisions to ensure adequate funding of education at all levels, with a minimum allocation of 6 percent of Gross National Product (GNP);
- **to establish** a tax on financial transactions (Tobin tax) in order to fight against financial speculation and instability while finding new funds for the education systems in developing countries;

Calls on member countries of the OECD:

- **to implement** the proposals of the G8 Summits and complete them in order to obtain the writing off of the debt of the least developed countries, on the understanding that resources so saved will be re-allocated by those countries to education and health;
- **to raise** levels of official development assistance to 0.7 percent of GNP, and to give priority to assistance in achieving the goals of the education for all campaign, as well as basic health measures for all families;
- **to give** special attention to cooperative teacher education programs in developing countries, and to respect the interests of those countries when recruiting teachers;

Calls on the United Nations, its specialised agencies and programs[1], and other intergovernmental agencies[2]

- **to coordinate** their efforts towards achievement of the goals of the Declaration of Dakar - Education For All before the year 2015;
- **to take** advantage of the World Summit on Sustainable Development (Rio+10, Johannesburg 2002) to emphasise basic education as the main tool for confronting worldwide problems such as environmental degradation, demographic growth and "consumerist" waste;

[1] Specifically UNESCO, the World Bank, the International Labour Organization (ILO), the International Monetary Fund (IMF), UNICEF, the UN Development Program (UNDP) and the World Health Organization (WHO).
[2] Specifically, the World Trade Organization (WTO), the Organisation for Economic Cooperation and Development (OECD), and the regional development banks and agencies.

QUALITY PUBLIC EDUCATION FOR ALL

- **to act** in order to take, as quickly as possible, within the Kyoto protocol framework, concrete and constraining measures submitted to effective monitoring mechanisms;
- **to mobilise** the efforts of the international community so as to raise the resources necessary for the attainment of these goals;
- **to respect**, throughout the UN systems and other intergovernmental agencies, the ILO Declaration on Fundamental Principles and Rights at Work;
- **to work** with the trade union movement, business and organisations of civil society on issues arising from the erosion of national tax bases and new approaches to financing global needs in a global economy;
- **to give** priority to balanced investment in all levels of education without resort to redistribution of funds from one educational sector to another;

Congress recommends that EI and its member organisations:

- **maintain** the campaign for quality public education for all, in cooperation with its non-governmental and inter-governmental partners, and the campaign against child labour;
- **take** all the initiatives at the national, regional and international levels to defend and improve the public education system, thereby guaranteeing the pedagogical freedom of the teacher according to the 1966 UNESCO/ILO Recommendation and the rights of the young and adults to a basic and lifelong quality education, and that they be interlocutors recognised by the political leadership in the field of education;
- **advocate** through interventions to intergovernmental agencies and national governments, and campaigns directed at public opinion, a concept of education based on quality provision for all by qualified and motivated educators, and the personal development of free men and women able to contribute to society, not merely units of production;
- **oppose** in principle the commodification of education and research services by the WTO and the General Agreement on Trade in Services (GATS) and monitor closely any moves to apply the GATS to education and research services and mobilise against such moves in appropriate ways, including campaigns directed at public opinion;
- **give** particular attention to the issue of teacher recruitment and related issues of the status of the teaching profession;
- **share** research and information on conditions and trends in education and teaching;
- **undertake** an analysis of the impact of the global economy on copyright and related issues of intellectual property affecting teachers, as well as standards of educational materials, including educational software, and respect for cultural diversity;
- **promote** continuing solidarity among the member organisations of Education International, through development and emergency assistance, mobilisation against violations of human and trade union rights, and the extension of information and communication technology;
- **give** high priority to enhancing the activism of member organisations to enable them to respond to the threats to public education posed by neo-liberal economic and education policies being pursued by global institutions such as the World Bank, IMF and WTO. New programs are urgently needed for development with human and labour rights and the public provision of high quality community services such as education.
- **develop** the key role which EI can play in assisting member organisations to campaign more effectively through activities which educate and mobilise members and which support them in building alliances with NGOs and other community movements which share the objectives of EI;
- **focus** attention on the key demand to exclude education and other basic social services from agreements which national governments may reach in the framework of the General Agreement on Trade in Services (GATS), or bilateral and regional trade agreements.

GLOBAL CAMPAIGN TO DEFEND AND ENHANCE PUBLIC EDUCATION (1998)

....education...one of the principal means available to foster a deeper and more harmonious form of human development and thereby to reduce poverty, exclusion, ignorance, oppression and war.
Jacques Delors 1996

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

Believes that:

1. Children's rights are a collective responsibility and public education sits at the heart of democratic public policy.
2. Many Governments throughout the world have retreated from the universal provision of free public education in spite of being signatories to the UN Declaration of Human Rights and/or the Convention on the Rights of the Child.
3. Education is a right, which should be guaranteed by the State within the framework of a public service and not be subjected to the laws of the market.
4. Public education contributes to the reduction of inequality, supports social cohesion and national progress.
5. A neo-liberal economic policy that dictates privatisation or semi-privatisation of education and reduces the State's financial investments in public education marginalises children and adults living in poverty and reduces the quality of public education.
6. Education is the responsibility of the State and it is the State's duty to define the goals and objectives of education systems and to fully fund them.
7. The priority campaign for Educational International and its member organisations is the defence and enhancement of public education.

Recalls that:

8. In September 1990, a great promise was made to the children of the 1990s by 71 Presidents and Prime Ministers who came together for the First World Summit for Children. They committed their countries to make available the resources to end infant mortality and malnutrition as well as to provide protection for the normal physical and mental development of all the world's children.
9. Again in 1990, Governments came together at the World Conference, *Education For All,* in Jomtien, Thailand, organised by the World Bank, the UNDP, the UNESCO and the UNICEF. They acknowledged the central role of education and adopted a charter of commitments designed to turn the aspirations of the title into a global reality.

Notes that:

10. As the decade draws to a close, UNICEF claims that "the new ethic for children is still elusive". Such an ethic demands that children be the first to benefit from humanity's successes and the last to suffer from its failures. Furthermore, it carries with it the recognition that the way a society protects and cares for its children is a measure of its civilisation, the best test of its humanity and of its commitment to the future.
11. Children have been the first to pay the costs of structural adjustment policies in developing countries and of budgetary restrictions or privatisation in industrialised countries.

QUALITY PUBLIC EDUCATION FOR ALL

12. UNESCO's International Commission on Education for the 21st Century calls for all Governments to invest a minimum of 6 per cent of GNP on education.
13. The Director General of UNESCO, at the 1997 General Session, called for developing countries to set aside 4 per cent of military expenditure for education and housing.
14. In the 21st century, knowledge will emerge as the essential development strategy of all societies. In order for humanity to survive, human development - especially education - must be a focal point for nation-building policies and a central requirement is that the individual obtain the training necessary for one's entire life.

Recognises that:

15. Only public education provides all children with a sound foundation for life-long learning by granting both sexes equal access to early childhood services and schools, irrespective of the economic, social and cultural background of their parents, and thus contributes to equal opportunity for all.
16. Educating all children in public schools, without segregation, is a positive social factor which contributes to the diversity of the learning environment, promotes respect for and understanding of others, and contributes to the reduction of social, racial and cultural prejudices among young people. In countries where there is an immigrant population, it is particularly important to encourage intercultural education. The immigrants' culture and mother tongue should be respected, while the host culture and language are promoted.
17. Diversity in the political, social and cultural backgrounds of teachers in public schools guarantees respect for freedom of thought, thereby encouraging young people to be open-minded and enabling them to develop democratic and tolerant forms of behaviour in the society in which they live.

Reaffirms that:

18. Public education is still a key instrument of social liberation, peace, progress and justice;
19. Every child has to be able to learn and that student achievements must be based on the rights and merits of each person and not on the financial capacity of families;
20. Improvements in quality education and standards are central to the aspirations of the teaching profession and, therefore, on the basis of the new challenges with which education systems and the teaching profession are faced today, EI and its member organisations will continue to advance proposals for the quality and efficiency of education systems.
21. Rapid technological innovation requires teachers to engage in education reforms to maximise effective use of information technology in learning environments;
22. The profession is willing to be a partner in a framework of consultations and negotiations in a process of education reform which ensures that public education is effective and efficient but rejects unfounded criticism and market driven reforms sought by the corporate sector, politicians or others with a vested interest in privatisation;
23. EI and its member organisations will oppose all forms of privatisation including vouchers;
24. EI and its member organisations are willing to work with parents, students, the business world, organised labour and media who have genuine commitment or valid criticisms about the capacity of education programs to provide students with every opportunity to face the uncertainty of the future.

Opposes:

25. Those sections of the corporate sector that advocate the privatisation of public services, including public education, in order to generate profit for themselves.
26. The leadership of those nations who will not take responsibility for quality public education for all children. As a result, more and more non-governmental organisations (NGOs) are being entrusted in developing countries with the responsibility of setting up networks of primary schools, recruiting teachers and paying them in conditions that are much less favourable than those granted their colleagues in the public service.
27. The establishment of virtual schools and universities, being developed with the new information technology, which are private, unregulated institutions, orientated towards specific training courses related to the interests of the investors and without any real quality controls.

QUALITY PUBLIC EDUCATION FOR ALL

28. Policies of international financial institutions that do not recognise that the low levels of national budgets in many developing countries, even where they spend 6% of their GNP on education, do not allow the deployment of sufficient financial resources, nor the ability to repay loans, even at reduced rates of interest.

29. Narrow national and international comparative assessment mechanisms that have the potential to be used as just another tool to undermine public education rather than contributing to the growth of quality systems. Conducting assessment in order to produce a ranking of schools and other education settings rather than to support student learning is an unacceptable use of scarce educational resources. Furthermore, the failure to identify and take into account multiple variables such as socio-economic status, language, curriculum experience or other differences makes such studies biased and irrelevant to the quality of teaching and learning.

Endorses:

30. An international campaign to defend and enhance free universal public education at all levels.

31. A call for governments to:

- Formulate policies to improve the working conditions of teachers so as to attract the best talent to the teaching profession in order to extend quality education for children.
- Establish in-service training systems to enable teachers to continue to be equipped with the most advanced educational skills in order to enhance their professional quality.
- Develop systems to enable children who have dropped out of school, to return to school to resume their education at any time.
- Improve school facilities to ensure the broadest range of educational activities.

32. The development of quality indicators or benchmarks to enable member organisations to monitor investment levels, human resource policies including initial professional training, employment, remuneration of personnel, in-service education, the democratic participation in and management of educational institutions, along with educational guarantees for students.

33. The development by the Executive Board of an integrated international strategy that:

- encourages member organisations to carry out activities to promote a quality public education;
- builds alliances, at the international and regional level, with trade union organisations, parent and student organisations, the media and non-governmental organisations with a view to setting up partnerships that promote quality public education;
- promotes education reforms which improve the quality of education and reinforce the credibility of public education systems;
- develops international solidarity in opposition to all forms of privatisation, including vouchers;
- influences the development of education policy at the national and international levels;
- obtains a commitment from all governments to a minimum investment of 6% of GNP on education, as recommended in the Delors report; and
- establishes an international network of recognised celebrities who support public education.

34. Work by the secretariat to:

- reinforce the credibility of the public education system, in such a way that the trade union movement is the primary actor in defending the improvement of the quality of teaching in close dialogue and partnership with the education community and other social agencies;
- promote EI and its member organisations' participation in political and economic fora at the international and national levels in order to bring as much influence as possible to bear on education policies;
- encourage NGOs engaged in the provision of education and training, to adopt policies and negotiate agreements with governments, which provide for the transition of such educational provision into public governance;
- campaign for governments to fulfil their responsibility to ensure that public services replace those NGOs currently operating in the place of States. Education is a right which no charitable act can replace;
- advocate for a debt reduction strategy to be implemented by the international financial institutions in the poorest nations and urge these bodies to end destructive adjustment policies, in order to arrest the decline of public services such as education;
- hold discussions with intergovernmental organisations like UNESCO and the ILO to inform them of the reasons behind our international campaign to promote quality public education,

and, where we have common interests, to develop partnerships in pursuit of free universal public education at all levels; and work with the OECD and World Bank in order to assert the interests of young people and education personnel;

- prepare a discussion paper on options for funding public education, new and emerging governance structures and quality education reforms, including the implementation of life-long learning.

Rich people know that they can pass on money to their children, they can pass on land, they can pass on titles, but there is one great gift that workers can give to their children and that is good education. That is the basis for the hope that the children will live better lives, be able to move to a job, to a position within their countries and within their societies that is different and better than the one they enjoy.

Albert Shanker
Founding President, Education International
Stockholm, Sweden, 26 January 1993

QUALITY PUBLIC EDUCATION FOR ALL

DANGERS OF PRIVATISATION OF PUBLIC EDUCATION (1995)

The Education International First World Congress meeting in Harare, Zimbabwe, from 19 to 23 July 1995:

1. **Notes** that, most particularly since the beginning of the 1980s, there has been a strong current in favour of the privatisation of certain sectors of economic activity which have traditionally been the preserve of the public sector, due to pressure from various governments and inter-national financial institutions;
2. **Notes** that the privatisation movement, which is generally justified by the need to gain the best economic results in international competition, has not always lived up to the hopes held out for it;
3. **Notes** that some governments and the majority of international financial institutions now wish to extend these privatisation policies into social sectors such as health, youth education and adult training, by setting up competing structures and market mechanisms which will, in their opinion, improve the efficiency of these services, but which give rise to deep questioning among education personnel and their trade unions;
4. **Notes** the deep concern felt by users of public services including education, caused by:
   a. rising unemployment and poverty, even in many industrialised countries,
   b. increasing anxiety amongst young people and their families faced with the uncertainty of their future, notably on a professional level,
   c. the serious accusations of inefficiency in public services which have been purposely exaggerated by a media which is too close to the economic interests of those who promote privatisation policies.

A. The Congress states:

5. That it remains deeply attached to the ideas of solidarity and social justice and that when these two principles are applied to the education sector, they imply firstly equal access to free and compulsory education for all young people without discrimination; secondly, equal opportunities for all young people to follow studies beyond compulsory level as soon as they have the required intellectual level, regardless of the financial situation of their families; finally, access to remedial and refresher classes for those who face short-term difficulties due to physical or social disabilities;
6. That it also remains deeply attached to the need to provide democratic education which respects human rights, favours understanding of other cultures, which conse-quently permits the reduction or even suppression of ethnic, racist or religious conflicts in strongly multi-cultural societies which are currently undergoing significant economic and social difficulties;
7. That public education services, whose workings should always be improved, despite having known spectacular success in several countries, is made up of a number of structures allowing a true welcome to be extended to all young people regardless of sex, religion, culture or social level and that thereby the public education services constitute a melting pot which welcomes all young people regardless of their parents' opinions, which really prepares them for living together, to respect each other, to understand each other better, and to enrich themselves from potential differences;
8. That, at the other extreme, the privatisation of public education services, which implies competition between school establishments, presents the danger of placing young people in separate schools which are organised along sexist, religious, cultural, social and linguistic lines, and of exacerbating differences instead of reducing them, and of thus creating societies where the risks of non-understanding, intolerance and conflicts will be not inconsiderable;
9. That privatisation occurs whenever, for example, responsibility for determining school establishment structures and programmes, the building and upkeep of school buildings, and the purchase of school material is given to people or groups of people who do not act in the name of nationally, regionally, or locally elected structures, and whenever the financial means of investment and functioning are mainly private;

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10. That by its very nature, the privatisation of an economic or service activity implies the notion of profit for investors, and that to believe that those who might invest in various forms of privatisation of education will not try legitimately to seek profits from this, as from any other investment of an industrial or commercial nature, is to misundertand or refuse to understand free-market economy mechanisms;
11. That the achievement of profits in these types of education system would entail a reduction in funds available for improving the quality of education;
12. That partial or full privatisation of education services does not lead to lower costs than public service ones, if all the associated services which are indispensable for the proper functioning of school establishments, such as in-service training of teachers, support services for students with difficulties, upkeep of school buildings, etc. are taken into consideration;
13. That under these conditions the act of education will evolve from the concept of a free, or largely free, service offered to all within a society, to that of a product which can be bought and sold, and whose content will be more a function of requirements of the market, of advertising, and of fashion, than one based on the values and principles to which any democratic society is linked.

B. The role of Education International:
EI should:

14. **continue** its research in close collaboration with other international trade secretariats (ITS) and with the ICFTU, in order to determine the consequences of privatisation policies which can already be seen in the service sectors such as telecommunications, banks, health and transport;
15. **develop** comparative studies on the organisation, recruitment and origin of pupils, work conditions and the efficiency of teaching, based upon a significant sample of private and state schools;
16. **Continue** to lobby at all levels by showing that public education services are most often effective, contrary to the affirmations of numerous governmental and employer forums and international financial institutions, and that their effectiveness can only increase through systematic policies of partnership at the international, national, regional and local level.

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YOUTH TRAINING AND ENTRY INTO EMPLOYMENT (1995)

The Education International First World Congress meeting in Harare, Zimbabwe, from 19 to 23 July 1995:

Notes that:

1. Education systems must give all young people the opportunity of taking up initial vocational education and training based on diversity, responding overall to in dustry's needs, and facilitating both career development and the pursuit of studies up to the highest level.
   Initial vocational qualifications gained in the educational system should take into account current and future developments in the technical field as well as in the organisation of work and society.
   Initial vocational education and training should bring together general and technological knowledge with specific professional expertise.
   It should be offered at all qualification levels, including the highest, depending on the ability and motivation of young people and on economic and social requirements.
2. Unemployment and the processes of exclusion to which an increasing number of young people, including graduates, are subjected lead us to query firms' strategies and the free-market economic policy in force in most countries.
3. Vocational education and training must enable all young people to obtain a job with a recognised qualification.
4. A quality vocational education and training system is a good investment: it is better to invest in young people's qualifications and the development of employment than to fund the economic and social costs of unemployment and exclusion.
5. Education systems and public educations have developed training schemes with a heavy technological and professional bias. When conceived in a broad, integrated and balanced way, they bring with them elements of diversification and the possibility of success and access to various levels of training. They must therefore be further consolidated and developed since they form part of the democratisation and dynamisation of education systems.
6. General trends and cultural and professional requirements indicate that it is the totality of disciplines and types of teaching (general, technological and vocational) which determine the education and training of young people. It is in this way that vocational education and training should improve the concept of education and the means of access to culture.
7. Each country's training system is linked to the way public education in seen within the whole social system. However, in each country, initial vocational education and training should be offered free of charge to young people, in the framework of the public education and training. Private and public sector employers should recognise their financial and other responsibilities towards the vocational education and training system and should contribute to training courses in accordance with various procedures which would favour a coherent global training scheme. Unions must be encouraged to promote and negociate rights to educational and training opportunities for their members. The education and vocational training public service must maintain control of the conception and organisation of training schemes in general.
8. Vocational education and training must offer open and quality education and training to young people, allowing them to obtain aprofessionally-recognised qualification and to progress towards other levels of qualification, either by initial training, or by continuous training.
9. Those bodies with responsibility for the policy, planning and implementation of the vocational education and training system must organise dialogue on the development of training and diplomas between teachers, employers and wage-earners. Teachers must play a leading role in developing the content of initial vocational training and programmes.

Recommendations

10. States must guarantee for all citizens the life-long right to vocational education and access to initial or continuing vocational training.
    Within the education system high quality initial vocational education and training should be established, leading to a professionally-recognised qualification, and available to all young

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people.

11. Initial vocational education and training must be considered as a means of training and towards specific achievement, bearing the same status as general and technological programmes.
There should be the possibility of switching between the different types of initial, general, technological and vocational education and training.
This would allow young people to reach the highest level of training and qualifications given their ability and the choices they make.
Teachers in professional education and training should be given the same consideration and guarantees of status, remuneration and service as other teachers.

12. Vocational education and training plays a role in the struggle for equality of opportunity and against educational, cultural, economic and social failure.
It also allows for individual development to the highest qualification levels.

13. EI should:
Emphasise the importance of an initial education of vocational teachers of high quality. The education of vocational teachers should include both:

- general knowledge and skills
- vocational knowledge and skills, and
- pedagogical knowledge and skills.

14. The role of initial vocational education and training routes in the promotion of education policy must be emphasized as an instrument in the diversification of the educational system, the democratisation of access to qualifications, and in the struggle for equal opportunities.

15. Cooperation between public institutions and the world of work must be encouraged in accordance with various procedures depending on the system, and with respect for the principles and mission of public education.

16. Teachers must play an essential role in defining initial vocational education and training programmes and diplomas, in conjunction with other parties concerned.

17. Public bodies must invest in the initial vocational education and training of young people and must determine ways in which this can be developed.

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EDUCATION FOR ALL AND COMBATING ILLITERACY (1998)

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

Believes that:

1. Education is a human right as expressed in international conventions and recommendations, including the *Universal Declaration of Human Rights* and the *Convention on the Rights of the Child*. Governments must take all necessary steps to guarantee that this right is given to everyone, and increasingly to adults who require educational support.
2. An important aspect of the right to education is literacy and basic education. To be literate is a pre-requisite for participation in today's world. Literacy makes it easier for individuals to fulfil their obligations as citizens in a democratic society and to fight for and demand their rights. Literacy makes it easier for the individual to find a job and to perform well in any endeavour.
3. A high literacy rate is a pre-requisite for democratic development and economic growth in each society. It is also of a great importance for the empowerment of women in society.
4. Education is a crucial investment for a better future. It has been shown that education benefits all of society; the costs of education should therefore be borne collectively by the public sector and not by individuals. Economic analysis also shows that there is a high rate of return from education for a society that devotes a high degree of public expenditure to education.

Notes that:

5. In spite of the many measures taken as a result of the program adopted jointly by UNESCO, UNICEF, the World Bank and UNDP at the Jomtien Conference in 1990 on *Education for All*, 23% of the world's population is still illiterate.
6. The estimated world-wide literacy rate is still lower for women than for men (71% compared with 84%).
7. Illiteracy is higher among groups such as ethnic minorities, Indigenous Peoples, migrants, nomads, rural populations and populations in remote areas than in other groups within society.
8. Access to early childhood education will help the child to develop learning skills and will facilitate life-long learning.
9. There are still several countries in the world where more than 50% of the population is illiterate. Many of these countries are among the poorest countries in the world.
10. Illiteracy or inadequate levels of literacy are not only problems for developing countries. In a recent report from the OECD it is claimed that more than 20 % of adults in some of the richest countries in the world are unable to read and write except at the most elementary level.
11. If the idea of life-long learning is to become a reality for all, one of the main pre-requisites is that people possess sufficient skills to take part in different types of education and training. If basic learning skills are acquired at an early age, this opens up new possibilities later on in life in relation to both education and employment.
12. The only long-term action that will eradicate illiteracy is the provision of high quality, free and compulsory education for all children. In addition, it must be recognised that, in many countries, large groups of adults have never been given the chance to learn, to read and write. For those who have not been offered the chance and/or have not been successful at education, there is a need to find emergency solutions and to give them a second chance. Adult education is critical in these circumstances.

Recommends that:

13. Governments must increase their investments in education in order to guarantee education to all and to eradicate illiteracy. These investments must be directed towards both basic education and towards adult education. Further governments should establish timelines to ensure the implementation of these guarantees and mechanisms.

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14. All teachers need to have training in a variety of methods for teaching literacy. Teachers who work with language education must be given high quality and in-depth initial teacher education as well as continuous training to up-grade their skills relating to the teaching of reading, writing, viewing, speaking and listening and to receive information about developments in this area.
15. Governments must ensure that appropriate resources are provided to all students, both children and adults; these include access to libraries or on-line services.
16. EI develop partnerships with or support NGOs, including trade unions, where they are working with adults in areas where Governments fail to accept responsibility. Where successful programs support literacy development in community or workplace settings, EI and/or its member organisations should advocate appropriate levels of government support to ensure both transitional arrangements as the NGO withdraws and sustainability in the context of public provision for adult education.
17. Governments have an important role to play in co-ordinating different educational activities. If there is no overview of the policies in different sectors of education, which in turn guides efforts in the right direction, there is a risk that these efforts will be wasted. It is essential that a coherent, comprehensive government policy exists which addresses all levels and sectors of education.
18. Governments have to take measures to improve the enrolment of girls in basic education, and to ensure that adult education plays an important role in providing women who received insufficient or no education during their childhood with the opportunity to improve their education. Research shows that where the literacy rates of women are increased, there is a direct correlation with the quality of healthcare in the community.
19. Governments can play a crucial role in remedying the fact that groups such as migrants, Indigenous Peoples and ethnic minorities have had fewer opportunities to receive education compared with other groups in society. It is important that these groups have the opportunity to determine the type of education they will receive in order to ensure that it is relevant to those concerned, and that education in their own language and related to their own culture is available.
20. Governments, intergovernmental organisations, research institutes and other organisations working in education have to ensure that knowledge about the process of literacy development is understood and implemented.
21. It has to be recognised that the most efficient way of promoting literacy is to improve enrolment in primary education and to achieve universal basic education for all children.
22. The growing adult education sector cannot depend, as in some countries, on voluntary workers alone; there is a growing number of teachers and employees in other positions working on a full-time basis in adult education. In order to guarantee the quality of adult education, it is important that these teachers and employees have the opportunity to develop professionally and that their working conditions are adequate. Teachers and employees in the adult education sector must receive the moral and material recognition appropriate to their level of qualification and responsibility. They must have salaries comparable with other professions requiring the same level of qualifications and responsibilities. They must have the right to be consulted and to participate in the process of formulating educational policies.

EI should:

23. **Co-operate** with UNESCO, UNICEF, the World Bank and UNDP in seeking full implementation of the Education for All program, jointly adopted by those intergovernmental organisations.
24. **Promote** and sponsor, in collaboration with UNESCO, UNICEF and member organisations in the concerned countries, both literacy courses for children, adults and disadvantaged groups, and the development and dissemination of teaching materials.
25. **Promote** and sponsor seminars in co-operation with UNESCO and the ILO, placing particular emphasis on equality of access to education for all; make representations with TUAC to the OECD for this purpose and put forward to the World Bank the positions taken by Education International in opposition to privatisation and deregulation.

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EDUCATION AND NEW TECHNOLOGY (2001)

The Third World Congress of Education International, meeting in Jomtien, Thailand, from 25 to 29 July, 2001:

15. **Considers** that the use of new information and communication technologies (ICT) in education and training will develop further, as is already the case in most other professional sectors;
16. **Considers** that their use may create opportunities for more widespread and diversified access to knowledge, but will pose at the same time major challenges for education personnel and their unions. ICT must be the means of improving education and strenghthening union rights by facilitating access to information, and democracy;
17. **Notes** that currently, the use of new information and communication technologies (ICT) in traditional systems of education and training, or outside these systems, generates inequality in terms of access, not only between industrialised and developing countries, but also between the privileged and the disadvantaged in all countries;
18. **Stresses** that it is in the nature of the trade union movement to take these challenges into consideration and to define appropriate strategies so that new information and communication technologies (ICT) become an instrument of democratisation providing access to "quality public education for all". Teachers must keep the key role in the learning processwhich will consist in knowledge and education for citizenship. This new learning needs a development of research in education to explore and analyse the different pedagogical ways of using ICT. Teachers must be associated with this research so they can take advantage of its results;
19. **Stresses** that the virtual marketing and export of education, particularly at the level of higher education, has resulted in the opening of a huge market to ambitious investors taking advantage of the current political and economic environment;
20. **Stresses** that the huge financial stakes inherent in the commercialisation of knowledge pose a problem of intellectual property rights and of the qualitative design, production and dissemination of software, along with the risk of the existence of e-learning monopolies to the detriment of the cultural diversity, conservation of ethnic identity, values and history of our societies;
21. **Stresses** that the increasingly substantial and diversified supply of courses on the Internet raises the question of their quality and of the accreditation of diplomas obtained by those who follow these courses;
22. **Stresses** that effective digital learning will require more teachers with higher skills than ever before with subsequent implications for the provision of training and support;
23. **Stresses** that public education must play its part to give teachers professional tools (producing and circulating software) inspired by true educational and pedagogical choices.

The Third World Congress of Education International :

24. **Demands** that all teachers and education personnel receive adequate training in the use of new information and communication technologies (ICT) and that gradually all schools be connected to the Internet free of charge, with the necessary access restrictions and security protocols (filters, firewall, etc.) to guarantee strictly pedagogical usage.The collective dimension through ICT and the role of team work of teachers must be taken in account in this training;
25. **Mandates** the Executive Board to carry on the necessary discussions with UNESCO, other relevant bodies, the OECD and governments to ensure that the design, production and dissemination of education software will be organised appropriately to guarantee the cultural diversity, conservation of ethnic identity, values and history required for international understanding;
26. **Mandates** the Executive Board to carry on the necessary discussions with UNESCO, other relevant bodies, the OECD and governments so that education will not be considered as a commodity, and intergovernmental cultural agreements and principles of UNESCO will prevail over the commercial rules of WTO in the exchanges of education services;
27. **Mandates** the Executive Board to vigorously advocate the provisions and use of learning software and to pursue means of providing software at prices affordable to developing countries, and to encourage a better distribution of knowledge to all;

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28. **Mandates** the Executive Board to defend the interests of education personnel with respect to working conditions, career opportunities and intellectual property rights and to develop codes of good practice on these and related issues;
29. **Mandates** the Executive Board to take the necessary action to determine the impact of technology, in particular the potential hazards to children's health and safety but also its effects on young children's learning environment;
30. **Mandates** EI and member organisations to support national and international research into the educational, social and economic impacts of technological developments affecting education and the working conditions of teachers;
31. **Mandates** the Executive Board to undertake the necessary action so that public authorities can take advantage of the technological revolution to guarantee the fair distribution of information and knowledge, and to carry on the necessary consciousness-raising activities with civil society organisations on the great opportunities presented by this revolution but also on the challenges it poses to "quality public education for all" in the Third Millenium.

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THE INFORMATION REVOLUTION AND EDUCATION (1998)

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

1. **Notes** that the recent introduction of new information technologies in the majority of our societies has considerably modified every system of production, communication, management and learning, as the organisation of these same societies was equally modified by the introduction of printing in an earlier era and more recently by television;
2. **Notes** that despite the fact that information and computer technologies have reduced the number of jobs world-wide, the qualifications for more and more jobs, including those in the developing countries, demand knowledge of the new information technologies. Those who lack these credentials are the first casualties of unemployment and will be the victims of situations of exclusion in the future;
3. **Notes** that all political decision-makers make the use of these new information technologies by children and young people in the course of their studies within schools an important axis of their education policies;
4. **Notes** the emerging view that the new information technologies are a means of rapid and increasingly inexpensive access to a larger range of knowledge than the traditional education system allows;
5. **Notes** that many of the world's children (40%) are living in homes without electricity and do not have access to the new technologies;
6. **Notes** that certain private investors do not disguise their intentions, within the framework of the deregulation of policies on investment, to open virtual education enterprises which will be accessible through the Internet; these enterprises are offering training modules for payment, guaranteeing the issuing of certificates or diplomas as testimonials of the teaching received;
7. **Notes** that new information technologies, if they are used widely and effectively, can help to develop learning and teaching methods. This has significant implications for teacher education and for the need to provide on-going, high quality support to enhance teachers' technical and pedagogical skills;
8. **Notes** that the new information technologies open up new ways for individuals to learn independently of education institutions, which has profound implications for teaching, education systems and society.

The Second World Congress of Education International:

9. **Considers** that although new information technologies may facilitate professional and social life, break isolation, facilitate personal exchanges, and reduce the burden of work, they may also undermine social solidarity, community, full employment and democratic citizenship, and may de-professionalise teaching,
10. **Recognises** that the rapid and profound changes due to the new information technologies may arouse feelings of insecurity, scepticism or even refusal on the part of those who do not have them in their grasp, including the teaching profession;
11. **Recognises** that, in a limited number of industrialised countries, efforts have been made to provide school establishments with computers linked to the Internet, but that those in the developing countries clearly run up against the greatest difficulties in obtaining materials of this kind, and that as a result, the unequal access to the new technologies will only increase the gap that already exists between the resources allocated to public education in the industrialised countries and in the developing countries; as well as inside of the country;
12. **Recalls** that education is more than an act of transmitting simple facts, even with the new information technologies, and that genuine education implies the deployment of knowledge, attitudes and values that requires the presence of properly qualified teachers;
13. **Considers** that virtual schools or universities should be licensed and monitored for quality within a public framework of regulation; the development of private and selective teaching, orientated towards specific training courses related to the interests of the investors is not an acceptable

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educational guarantee, and a renewed public education service that is free of charge and open to all is certainly the best way to oppose these new kinds of school establishments.

The Second World Congress of Education International:

14. **Calls** upon the Executive Board and the Secretariat to carry out a study of the pedagogical advantages and disadvantages that could arise from the use of the new information technologies by pupils and students, and in particular the use of Internet;
15. **Calls** upon the Executive Board and the Secretariat to join with UNESCO, and then with the World Bank, in examining the conditions for the development and production of educational materials for teacher training using the new information technologies (CD ROM, Internet site), as well as the use of more traditional methods (audio cassettes) for developing countries;
16. **Calls** upon all public authorities in consultation with teachers' organisations to take the necessary steps to provide schools, teachers and students with modern computer facilities and access to the Internet;
17. **Calls** upon the public authorities of education to see that computer work-stations in schools are properly designed, taking all relevant ergonomic information into consideration. Schools should be models in this respect and set a good example;
18. **Calls** upon the Executive Board and the Secretariat to discuss with UNESCO how to find methods to control the content of Internet websites in order to avoid racist, xenophobic and sexist propaganda and how to restrict within schools access to Internet sites which diffuse religious and political propaganda directed at children and young people;
19. **Calls** upon its member organisations to examine the existence of virtual educational establishments, to study their mode of operation, the types of qualifications proposed, and the costs to each student of participating in these programmes. The EI Secretariat should collect all this information and disseminate it within the organisation.

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PARTNERSHIPS TO ACHIEVE EDUCATION FOR ALL (2001)

The Third World Congress of Education International, meeting in Jomtien, Thailand, from 25 to 29 July, 2001:

Notes that:

1. Over 115 million primary-school-age children do not attend school and large numbers of children drop out before they have reached grade 5;
2. Of the 882 million illiterates in the world, 63.7% are women;
3. More than two thirds of the governments in the world allocate less than the minimum of 6% of their Gross National Product (GNP) to education as recommended by the Delors Commission;
4. The majority of industrialised countries do not allocate 0.7 % of their GNP to development as recommended by the UN General Assembly, and only a small part of the funds provided for development is allocated to basic education;
5. The ambitions and objectives determined by world organizations and forums are constantly revised downwards, and they are not respected;

Believes that:

6. All governments have a responsibility to fulfil their human rights obligation to provide, free and compulsory basic[3] education of good quality for all children, especially girls, youth, immigrants, indigenous students, children with special needs or in difficult circumstances and those belonging to ethnic minorities, in accordance with the commitment made in the Dakar Framework for Action by 2015. In today's world, the mission of quality public schooling is not limited to the basic years of education, but includes secondary school and the acquisition of vocational qualifications;
7. It is not sufficient to improve enrolment figures without considering the quality of education;
8. Partnership is a key concept for the achievement of education for all. The objective of the different parties must be the common interest. Proposals and activities must be implemented respecting the responsibilities of the different partners, and financing must preserve the public character of education;

Recommends that:

9. Teacher trade unions approach ministries of education and form partnerships where possible, with the shared objective of achieving education for all;
10. The ministries put in place a mechanism for information, consultations and negotiations aimed at improving teachers' salaries and working conditions, the resources, learning materials and equipment in schools, teacher education and the training of educational personnel;
11. Teacher unions take initiatives which will support improvements in the quality of education;
12. Schools be based on democratic participation, and accountability to civil society, a partnership to elaborate new ways of co-operation between school and parents, a partnership between schools, and trade unions and different sectors of the community, and a shared commitment to combat child labour;
13. Without putting into question the priority role of public formal education, new forms of cooperation and broad national alliances be sought, particularly with NGOs, in order to develop complementary forms of education in the context of the objectives of education for all;
14. A universal commitment to education for all must include reforms of International Monetary Fund and World Bank structural adjustment policies; a programme for debt cancellation; increased allocations to free public education at all levels in the development co-operation budgets of the industrialised countries; and further examination of the possibilities for developing international agreements on investment, financial transactions and taxation that will prevent situations where countries are not able to levy or collect the taxes needed to improve education systems;
15. Teacher unions, other unions and trade union centres form alliances around shared objectives to achieve education for all;

[3] *primary education, or whatever higher level of education is considered as basic,* from the *Framework of Action,* adopted in Jomtien, 1990

EI should:

16. **Prepare** a detailed plan of action as part of the Global Campaign for Education in co-operation with other organisations, to pressure governments to meet their obligation to provide free public quality education for all.

PARTNERSHIP WITHIN EDUCATION (1998)

Preamble

The formal and mutually binding relations established between unions and employers or between unions, employers and government may be characterised as partnerships in the labour market. With regard to teaching and education, as well as all other matters relating to teachers as salary earners, the representative teacher organisation is the trade union movement's social partner. All democracies are based on strong and institutionalised social dialogue - and on the equally fundamental democratic principle that responsibilities lead to rights.

The principle of partnership is the key to a sustainable development of society. Only through a partnership in which all the parties involved have co-influence as well as co-responsibility, will it be possible to ensure stability and peace in the labour market which are the pre-requisites for sustainable development.

As teacher organisations, we are ready to accept co-responsibility, but only if the complementary right to influence is respected. This means involving, from the very beginning, teacher organisations in all processes leading up to new reforms or new legislation within the field of education. Dialogue too, is an essential pre-requisite for initiatives leading to improved quality in education.

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

1. **Convinced** that peace and stability in the labour market are based on respect for the fundamental principles of partnership, co-influence and co-responsibility, including the principle that responsibilities lead to rights. This implies that teacher organisations must be involved in all matters influencing the salary and working conditions of the members of the individual organisation.
2. **Calling attention** to the UNESCO/ILO Recommendation Concerning the Status of Teachers and the ILO's Conventions on trade union rights, we stress the importance of establishing binding partnerships between authorities and teacher organisations.
3. **Concerned** about the lack of influence of many teacher organisations on the working conditions of their members, we must strongly emphasise that involving teacher organisations in matters of teachers' salaries and working conditions is a pre-requisite for implementing sustainable educational reforms.
4. **Calling** upon all social forces for co-operation and partnership within education, we urge governments, local authorities, employers and parents as well as pupils/students and teachers to jointly assume the responsibility for introducing the necessary reforms into the education systems.
5. **Convinced** that the pre-requisite for implementing sustainable educational reforms is for government and local authorities to involve, from the very beginning, the representative teacher organisation in all processes leading to new legislation within the field of education.
6. **Noting** the pronounced decentralisation within the educational sector in recent years, we emphasise the importance of establishing partnerships at all levels.
7. **Convinced** that national initiatives aiming at quality in education must be organised in dialogue with the social partners within the field of education. We stress the importance of dialogue as a pre-requisite for improving quality in education as well as a guarantee of the most appropriate use of resources.
8. **Recommends** that governmental development agencies involved in development projects within the education sector of Third World countries demand that the national teacher organisation of the individual developing country, in accordance with the common general objective of sustainability, be involved in the different phases of the development work, i.e. planning and implementation.
9. **Recommends** that EI, based on the principles of sustainability, social dimension and democratic rights, advocate to intergovernmental agencies, like UNESCO, UNICEF and the World Bank, the

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involvement of national teacher organisations, as stakeholders, in development educational projects.

The development of society in the new millennium requires massive educational efforts. The development of the knowledge-based society requires life-long education for all. Teachers are crucial to this development. The status of teachers must be raised, and governments, in co-operation with teacher organisations, must take the initiative to improve the conditions for teachers in order to implement the necessary reforms.

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EARLY CHILDHOOD EDUCATION (1998)

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

Believes that:

1. Children have a right, as expressed in *the Universal Declaration of Human Rights* and the *Convention on the Rights of the Child*, to receive education, and early childhood must be considered part of this right.
2. Early childhood education is of great value to all children and should be available to all. It provides a sound basis for learning and helps to develop skills, knowledge, personal competence and confidence and a sense of social responsibility.

Notes that:

3. Educational research shows that early childhood education is an important factor in the promotion of equal opportunities, reduces the need for expensive intervention, and leads to a more successful education in later years;
4. Public investment in early childhood education is cost-effective, generating both human and economic rewards;
5. Physiological, psychological and educational research confirms the value of developmentally appropriate early childhood education;
6. The changes in family structures and the number of families where both parents work outside the home have increased the demand for early childhood provision, both in the field of care and of education. It is important that such provision is of high quality, based on the needs of the individual child and his/her age group;
7. In the absence of publicly funded programs for young children, the gap between children living in poor families and those living in rich families will increase;
8. Programs that integrate and co-ordinate the delivery of health, education and social services to children support families in caring for their children;
9. Experience shows that early childhood education can be an effective way to prevent children from being used in child labour;
10. Early childhood education can be defined as all kinds of education taking place before compulsory schooling and provided in different kinds of settings. There are differences between countries in the ways in which early childhood education is organised with respect to links with primary education or childcare and governmental responsibility for funding and governance, etc. There is a wide range of different ways of organising early childhood education around the world;
11. Between 1985 and 1995, the gross enrolment ratio in early childhood education in the world increased from 26.7% to 30.1%;
12. Early childhood education is, to a larger extent than primary and secondary education, run by community groups and private enterprise;
13. A larger percentage of teachers in early childhood education are women than in other sectors of education;
14. Education of early childhood teachers differs greatly between countries. Unfortunately, there are still many countries which do not have specific teacher education for early childhood teachers, and among those countries that offer such an education, there are shortcomings such as a shortage of places available and/or a low standard of education.

Recommends that:

15. Early childhood education should be a public service and form an integral part of the education system. Full responsibility for early childhood education should be given to the Ministry of Education at national or regional level. Appropriate arrangements should be devised to allow for continuity and co-ordination between early childhood education and primary education.

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16. Sufficient resources must be made available within the education budget of each country in order to provide for high quality early childhood education, free of charge and accessible to all.
17. It is important that the size of a class or a group within early childhood education should be kept within reasonable limits. The character of the pedagogical activities and the age of the children must be seen as important factors in favour of small groups.
18. Everything should be done to ensure that children learn to live together by showing respect for each other's personality and culture. Equal opportunities, the fight against racism, discrimination and violence, the basic concepts of tolerance, understanding and acceptance are important issues that should be dealt with in early childhood education.
19. Children with special needs should be given special education and be integrated into suitable early childhood education programmes in which their learning is enhanced by appropriate staff-child ratios, environments and support services. Teachers and support staff must receive appropriate training to deal with the special needs of the children. No child should be excluded from early childhood education.
20. Appropriate structures should be set up to ensure that, as early as possible, effective efforts are made to observe, identify and prevent education and health problems relating to the child. Effective support should be provided where necessary to minimise difficulties when a need has been identified.
21. The same status of pedagogical training should be provided for all teachers, including early childhood teachers, so as to promote continuity in the educational system. Appropriate measures should be taken to ensure that both men and women are recruited and trained as early childhood teachers. Teachers in early childhood education should have the same rights, status and entitlements as teachers in other sectors.
22. Early childhood institutions are important places where the child lays the foundations of future learning (language, motor, graphic, mathematics, relational skills), through play in particular. Children must be given every opportunity to fully develop all their potential not only in the cognitive area, but also socially, emotionally and physically. Early childhood institutions must be equipped in such a way as to allow teachers to develop a variety of creative activities, including music, rhythm, mime, the use of body expression, painting and all manual skills. Physical education has an important role in this training and is essential to early childhood education.

EI should:

23. **Promote** the ideas and recommendations expressed in this resolution through contacts and discussions with UNESCO, UNICEF, the World Bank, OECD and other relevant intergovernmental organisations.
24. In contacts with UNESCO and other intergovernmental organisations dealing with education, **propose** the promotion of programmes that facilitate the exchange of ideas and experience among teachers in early childhood education, in order to promote knowledge of the different systems and ways in which early childhood education operates in countries around the world.
25. **Support** all efforts to raise awareness with regard to the crucial role played by early childhood education in the development of the skills and knowledge of the child.
26. **Continue** to follow developments within early childhood education and further development of this policy area and support the efforts of its members in advocating for publicly funded, high quality early childhood education programs.

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VOCATIONAL EDUCATION AND TRAINING (1998)

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

Believes that:

1. All young people must have the opportunity to receive education and career development through the pursuit of studies up to the highest level;
2. Vocational education and training must be recognised as a part of the educational system, with equal importance and status to general and technological programmes within secondary and/or tertiary education;
3. Vocational education and training play a key role in the struggle for equality of opportunity, in remedying school failure and in contributing to cultural, economic and social development. It also allows for individual development to the highest qualification levels;
4. The role of initial vocational education and training pathways in education policy must be emphasised as an instrument in the diversification of the educational system, the democratisation of access to qualifications, and in the struggle for equal opportunities;
5. Girls and boys should benefit from the same opportunities with regard to access to vocational education and training and to recognised qualifications. Girls and boys should be encouraged to make non-traditional choices;

Notes that:

6. Vocational education and training can be defined as different kinds of training and education preparing for a specific occupation, and perhaps for related occupations in a given professional sector;
7. The organisational framework of vocational education and training in different countries is extremely diverse. In some countries, it is regarded as post-secondary education and in others as secondary education. Vocational education and training is an integrated part of secondary education in some countries and a separate part of the educational system in others. In some countries, it is based on apprenticeship programmes and in others it is mainly institution-based. Increasingly, vocational education and training is embedded in all sectors of education and provides the basis for life-long learning;
8. There is a need to develop systems of vocational education and training, including entry-level training, in-service training and continuous development or life-long learning. These developments need to build on the national traditions in each country, on the present structure of the education system, and must include negotiations between the social partners;
9. During recent years, dynamic advances in new technologies have taken place. As a result, problem-solving abilities, higher-order thinking skills, ability to collect and analyse information, planning and organisational skills, ability to work with others and in a team, communication skills, practical use of mathematics, technology and science, have been regarded as critical for workers in the modern workplace. Thus, initial vocational education and training acquired by workers though the education system must be recognised even if there are changes in the organisation of work. Initial forms of training of a professional nature must provide a coherent and balanced approach covering theory and practice, and technological and general training. Such training must be offered at all levels and be aimed at developing skills directed toward the future to cope with diverse and unpredictible situations. They should be offered at all qualification levels, depending on the ability and motivation of young people and on economic and social requirements;
10. Public education systems have developed training schemes on the basis of accepted professional or technological practice. The entire range of training pathways, whether they are general, technological or professional, must be more closely linked, notably through the establishment of bridges, in order to constitute an educational system which offers students a variety of diversified options enabling them to reach the highest possible level of training and qualifications, appropriate to their abilities and the choices they have made, without replacing any guidance services;

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11. Vocational education and training not only has the purpose of preparing young people for employment. Like other types of education, it has also to help prepare young people for life as citizens, through their political, cultural and private lives. This requires programmes to support young people to develop democratic values along with an environmental awareness and an understanding of multi-cultural traditions that must not serve as a pretext to justify the inequality of rights and policies of ghettoisation and discrimination. These aspects are also important for development in working life;
12. General trends and cultural and professional requirements indicate that it is the totality of disciplines and types of teaching (general, technological and vocational) which determine the quality of education and training of young people. It is in this way that vocational training must be seen as a means of access to culture;
13. Unemployment and the process of exclusion, to which an increasing number of young people including graduates are subjected, lead us to query corporate strategies and the free-market economic policy in force in most countries;
14. Vocational education and training must enable all young people to obtain a recognised qualification, which will provide genuine opportunities in the world of work. There is a need to take measures to guarantee the quality of diplomas given in vocational education and training. This recognition is a matter for national education authorities as well as for international bodies dealing with education;
15. A quality vocational education and training system is a good investment: States must invest in young people's qualifications and do everything possible to create real, guaranteed, full-time, and appropriately paid employment;
16. In each country, initial vocational education and training should be offered free of charge to young people, within the framework of public education and training. Private and public sector employers should recognise their financial and other responsibilities towards the vocational education and training system, and should contribute to training courses in accordance with various procedures leading to a coherent global training scheme. Unions must be encouraged to promote and negotiate rights to educational and training opportunities for their members. The public service must maintain control of the conception and organisation of education and vocational training schemes in general;
17. Those bodies with responsibility for the policy, planning and implementation of vocational education and training must organise dialogue on the development of courses and qualifications between teachers, employers and employees. Teachers must play a leading role in developing the content of initial vocational education training programmes;
18. Teachers in vocational education and training as well as teachers in other areas need teacher education;
19. Unfortunately, there are still many countries which do not have specific education for vocational teachers while, among those countries who offer such an education, there are shortcomings such as a shortage of places available in the courses and/or low standard of education;

Recommends that:

20. States must guarantee for all citizens the right to initial and continuing vocational education and training;
21. Sufficient resources must be allocated to vocational education and training. Public bodies must invest in the initial vocational education and training of young people and must determine ways in which this can be developed. Private sector companies and enterprises must also be prepared to meet relevant parts of the costs related to vocational education and training;
22. There is an urgent need to develop new partnerships among teachers, governments and employers, in order to improve vocational education and training. Employers, trade unions in general, and teachers' unions in particular, have a legitimate interest in being involved in the establishment and running of vocational education and training. Such co-operation between public institutions and the world of work must be encouraged in accordance with established procedures, depending on the system and with respect for the principles and the mission of public education;
23. Private enterprises have an important role to play in the financing and in the development of the content of vocational education and training. Enterprises have to be prepared to provide apprenticeships to young students in public initial vocational training programs and to pay some of the costs related to relevant training. This is both relevant to initial vocational education and training and, to a large degree, to in-service training. There should be a possibility for individuals

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to obtain not only the training considered appropriate by the employer, but also training corresponding to individual needs and wishes. For this reason, there must be a right for employees to receive study leave;

24. In order to meet the major needs related to the demand for vocational education and training, diversification and some flexibility in programs, facilities and staff may be desirable, but this must not mean that governments can escape their responsibility. Governments have an important role to play in co-ordinating different education and training activities. If there is no overview of policies in different sectors of education, there is a risk that these efforts will be wasted. It is essential to develop a coherent, comprehensive government policy that addresses all levels and sectors of education;

25. Within the context of vocational education and training, the important roles of the trade union movement in general and teacher unions in particular have to be recognised. The trade union movement has a legitimate interest in being part of the development of the education and training of future workers and in protecting the right of workers to receive continuous training. Teachers and their unions must play an essential role in defining vocational education and training programs and qualifications, in conjunction with other parties concerned. Teacher unions should therefore be recognised as a social partner when vocational education and training is to be discussed and developed;

26. High quality initial vocational education and training should be established, within all education systems, which provides for the mutual recognition of qualifications between countries. All students and workers should have access to these qualifications;

27. The importance of high quality initial and continuous education for vocational teachers must be emphasised;

28. In order to maintain a strong link between vocational education and training and working life, vocational schools need a large number of teachers with experience of working life. This requires comparative salary rates for teachers and the organisation of teacher education in such a way as to attract people with industry experience;

29. Teachers in vocational education and training should be given the same conditions and guarantees of status, remuneration and service as other teachers;

EI should:

30. **Promote** the ideas and recommendations expressed in this resolution in contact and discussions with ILO and UNESCO and other relevant intergovernmental organisations. It should make representations to the World Bank and the OECD in support of these demands;

31. **Work** with the ILO to develop an ILO Convention on vocational education and training;

32. **Continue** to follow the developments within vocational education and training and elaborate this policy area, including:

- encouraging the development of networking between EI affiliates
- further development of the EI database comparing vocational education and training systems in member countries, as well as publishing and reporting on major issues affecting reforms in vocational education and training

33. **Organise** a conference on vocational education and training in 2000 to explore professional, industrial and funding issues of common concern to EI affiliates.

34. **Ensure** that the experiences of EI affiliates with quality vocational education systems are shared and that these experiences are used to assist in developing quality vocational education and training systems in those countries where no such systems currently exist.

35. **Encourage** EI affiliates to promote partnerships between vocational teachers and their unions, government, industry and trade unions in the development and implementation of education reforms in the vocational education and training sector.

36. **Promote** vocational education and training as major industrial rights and bargaining issues for education and non-education trade unions and their members.

TEACHER EDUCATION (1998, 1995)

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

Notes that:

1. It is of crucial importance that teachers receive the highest quality professional education that builds on a full secondary school qualification. Professional teacher training at the university level is a pre-requisite for both quality education and social progress.
2. To teach is a life-long process of learning. This means, among other things, that the recruitment of secondary school graduates, or those with equivalent qualifications, into teacher education, quality pre-service training at the university level, the induction phase and the professional development of teachers throughout their working lives have to be regarded as integrated elements of teacher education.
3. The status of teachers is in decline around the world. It is of critical importance that this trend be arrested so that the teaching profession is attractive to the best students.
4. It is also important that all categories of teachers - early childhood, primary, secondary and tertiary - receive high quality initial and continuing education.
5. Teacher education has to include knowledge about new technologies and the use of new technologies.
6. It is especially important that teachers, as part of their teacher education, both initial and in-service, learn how to work together in teams with other teachers and other staff.
7. The knowledge and skills that teachers require can be divided into four areas:
   a) Knowledge and the skills needed to teach. Training in educational theory and practice. Training in the tasks which form part of the skills required of a teacher today: working as a member of a teaching team, contact with parents and local institutions, action-research activities, participation in the organisation and running of the establishment;
   b) In-depth knowledge of the subjects taught. The teacher must have a good knowledge of the subjects, but also the skills needed in seeking out new and additional information.
   c) Education in a wide range of approaches, issues, knowledge and skills that are not the subjects to be directly taught but which form a necessary and integral part of all education. The proper use of computer science and modern communication technologies; human rights; equality between the sexes; socio-economic status and poverty; integration of the disabled; multiculturalism; action against drugs; AIDS information; discrimination; environmental problems; international relations; professional ethics.
   d) Knowledge of the psychological and physiological development of children, adolescents and adults and knowledge of educational sciences, i.e. pedagogy and education-oriented psychology and sociology.

Recommends that:

8. The minimum requirements for acceptance into education of all kinds of teachers should be full secondary education. Complementary requirements may be added depending on national traditions, the structure of teacher education and the age groups and subjects the teachers are intending to teach.
9. The requirements for acceptance into teacher education should be constructed in such a way that adults and/or students with the equivalent qualifications are encouraged to apply.
10. The professional preparation of teachers has to include a period of practicum.
11. The education of teachers must be at university level. In those countries where teacher education takes place fully or partly in specialist teacher colleges, the colleges must provide an education equivalent to that of a university degree. It is important that there be a link between teacher education and educational research.
12. A high degree of integration between the various teacher education programs covering the different educational sectors should be considered. This would require the establishment of core or mandated curriculum areas considered relevant to the work of all teachers.
13. One possible way of structuring teacher education could be to have basic courses for all student-teachers at the beginning of their education and, at a later stage of this education,

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specialised courses on early childhood education, primary education, secondary education and other relevant sub-sectors within the education sector;

14. Pre-service and in-service teacher education should involve an understanding of the latest educational research, relevant discipline studies, progressive pedagogical studies and classroom management techniques. All teachers should have some experience and expertise in working with students with disabilities, a foundation of inter-cultural education and confidence in the use of new and emerging technology.
15. It is important that, during their education, future teachers are made aware of trade union issues and informed about employment conditions. To increase the unionisation of the teaching profession, member organisations ought to build relationships and where possible recruit and provide services for student-teachers.
16. There should be parity of status and appropriate content of teacher education for all sectors of education from early childhood to post-secondary education. In many countries, it is especially important to ensure that high quality teacher education is established for teachers in those sectors where teacher education has been insufficient, or even absent, for example in the fields of early childhood and vocational education and training.
17. It is crucial to create a bridge between initial teacher education and the reality of teaching in schools and other education institutions. An induction phase does not mean that the teacher should be employed with working conditions inferior to those of other teachers during his/her first years in the profession, but it means that special steps have to be taken to support new teachers to develop their newly acquired competence.
18. Schools and other education institutions must be given resources to induct new teachers. Experienced teachers can function as mentors for new teachers, but where possible, the universities or teachers' colleges should also retain some responsibility after the completion of the course.
19. In-service training must be considered a fundamental right for teachers. Continuous professional development to update the teacher and to give her/him an opportunity of developing new approaches to teaching is of crucial importance in ensuring high quality education and in retaining teachers in the profession.
20. In-service training offered to teachers should be of a high quality. To guarantee a high-standard, in-service training must be organised in co-operation with universities, laboratories, colleges or other appropriate institutions offering relevant education.
21. A variety of different kinds of in-service training should be offered to teachers. The teacher should be given a large amount of freedom to choose the kind of in-service training that he/she thinks is most appropriate.
22. Teachers should play a significant role in the planning and implementation of in-service training.
23. In-service training has to be seen as both a right and an obligation for teachers. It has to take place during the working hours in order to facilitate the participation of all teachers. In-service training has to be recognised as one of the factors to be taken into consideration in relation to promotion.
24. Steps have to be taken to organise and co-ordinate in-service training at an international level, so that it is possible for teachers to make study visits to other countries in order to both learn from their peers and to share their own experiences and expertise. This is even more important as the mobility of the profession is increasing rapidly.
25. It is of great importance to find ways to offer career progression within the teaching profession. An initial priority is to make it easier for teachers to move across sectors in the education system. It should also be possible for teachers to be involved in educational research projects, policy development and teacher education.

EI should:

26. **Promote** the ideas and recommendations expressed in this resolution through discussions with UNESCO, ILO, the World Bank, OECD and other relevant intergovernmental organisations;
27. **Promote** the acceptance and the implementation of the principles in this resolution at the international level, with the objectives of ensuring high quality teacher education in all countries and consistency in educational standards within and between countries;
28. **Pursue** acceptance of professional development as a life-long learning entitlement for teachers;
29. **Continue** to follow developments within teacher education and develop this policy area;

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30. **Compile** and disseminate studies and brochures which member organisations have produced on teacher education.

The Education International First World Congress meeting in Harare, Zimbabwe, from 19 to 23 July 1995:

1. **Believes** that, in order to meet the growing trend towards global teacher mobility, there must be a set of guiding principles in teacher education which are agreed and applied internationally. If adhered to, these would:

a) Make it more difficult for governments and employers to suppress or undercut the wages and worsen the conditions of service of indigenous teachers;

b) Provide consistency in educational standards between countries;

c) Promote the need for teacher education to be based on the concept of professionnal development throughout their careers;

d) Enable teachers to achieve their professional carreer potential in teaching itself if they wish, rather than through promotion into management posts;

2. **Believes** that these guiding principles should include:

a) Provision of teacher education and training programmes as an integral part of higher education;

b) Parity of esteem of teachers' educational qualifications with other higher education disciplines and qualifications;

c) Parity of esteem and appropriate content of teacher education for all sectors of education from pre-primary to post secondary;

d) A balance in teacher education between theoretical and practical studies, both of which should provide the skills and knowledge a teacher is expected to possess upon taking up appointment;

e) The formation of properly resourced partnerships between Higher Education providers and schools in order for teachers of proven classroom experience to play an active role in initial selection and subsequent assessment of student teachers;

f) A properly resourced and supported induction period;

g) A commitment to the continuing personal and professional development of teachers during their careers through the provision of in-service training, staff development, professional support and opportunities for sabbatical leave, and the necessary ressources must be made available for this.

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STATUS OF TEACHERS

THE STATUS OF TEACHERS (1998, 1995)

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

Notes that:

1. Teachers, in providing not only knowledge and qualifications, but also universal ethical principles of social justice, tolerance and peace, play an important role in the economic, social and cultural development of our societies.

2. Teachers share the concerns of parents and youth affected by the socio-economic crisis. However, teachers are facing pressures from governments and employers who want to alter the nature of their responsibilities and statutory qualifications, imposing on them adjustments to the serious economic, social and cultural problems stemming from the globalisation of financial markets.

3. It is of crucial importance to grant the teaching profession a high status not just for the sake of the quality of education, but also for the progress of societies as a whole. Society needs quality education and thus, highly qualified teachers, to ensure social and economic development.

4. The rights as well as the professional freedom of teachers are recognised in the 1966 ILO/UNESCO Recommendation on the Status of Teachers.

5. The right of teachers to freedom of association, to collectively bargain and to undertake industrial actions are recognised in several ILO Recommendations and Conventions, with Conventions No. 87 and 98 being the most important.

6. The low salary of teachers in most countries, the non-payment of salaries for prolonged periods of time in some countries, and the hiring of teachers on fixed-term contracts, create situations of low esteem, demoralisation and even precariousness, all of which have a negative impact on teachers' work as well as their dignity. EI notes that such a policy takes on a particularly acute and inadmissible form in countries where the salaries of teachers and education workers have not been paid for many months.

7. During recent years, the importance of education has been rediscovered. The World Conference on *Education for All* in Jomtien in 1990 saw government leaders make a global commitment; the UN World Summit for Development in Copenhagen, held in March 1995, stressed the need for a new deal for investment in education. In its policy report "*Strategies and priorities*", published in August 1996, the World Bank has emphasised the importance of investing in education. The International Commission on Education for the Twenty-first Century (The Delors Commission) underlined the crucial role that education plays in the construction of the society of the future in its report, published in March 1996.

8. Any education authority, government or intergovernmental organisation that seriously wishes to improve education has to recognise the key role which teachers play in the education process. One of the most important measures that can be taken to improve education is to improve the working conditions of teachers. Good education needs teachers whose high qualifications are socially recognised. In order to recruit qualified young people to the teaching profession and to keep teachers in the teaching profession, there is a need to improve the working conditions of teachers world-wide.

Recommends that:

9. In order to improve the status of all teachers world-wide, education authorities, governments and intergovernmental organisations must ensure that teachers:

a) receive the moral and material recognition appropriate to their level of qualifications and responsibilities;

b) have an adequate working environment, including the technology and resources necessary for their teaching as well as real protection in terms of occupational health and safety;

c) can do their work in adequately equipped school buildings where the students, among other things, have access to a school library and/or on-line services;
d) have a salary comparable with other professions requiring the same level of qualifications and responsibility, making it possible for them to live with dignity on the salary from their work, and not to be forced to take on a second or third job. It is essential to maintain and reinforce the recruitment of teaching personnel on the basis of permanent employment in tenured positions possessing official status;
e) be entitled to job security in case of illness and for women on maternity leave;
f) have the right to form and control their own representative organisations;
g) have the right, through their organisations, to undertake comprehensive collective bargaining and, where necessary, industrial action;
h) have the right to be consulted and to participate in the process of formulating educational policies;
i) receive a good initial teacher education at university level to prepare them for their work as teachers;
j) receive in-service training and professional development within the profession in order to keep in touch with new findings in their subjects and to obtain continuous support for the improvement of their teaching methods;
k) be given professional and academic freedom to find the methods and classroom approaches that best meet the democratically decided objectives of the education system, and
l) have the right to receive a reasonable pension after retirement which will make it possible for retired teachers to live with security and dignity.

EI should:

10. Further **promote** the above-mentioned principles and objectives within intergovernmental organisations such as the ILO and UNESCO in particular, and advocate the ratification and adoption by governments of international legal instruments, which would improve the condition of teachers and education personnel.
11. **Advocate** the application of the UNESCO/ILO Recommendation concerning the Status of Teachers, co-operate with the Joint Committee of Experts (CEART) charged with monitoring its application, and widely disseminate information about the Recommendation.
12. **Advocate** the establishment of a mechanism to monitor the application of the new UNESCO Recommendation on Higher Education Teaching Personnel.
13. **Intervene** with governments so that they take all appropriate measures for the implementation of the Recommendations mentioned above.
14. **Undertake** a comparative study on the conditions of service of teachers.
15. **Request** its affiliates to regularly remind the responsible education authorities that they bear a special responsibility for the development of the quality of education and that they must take appropriate measures in terms of initial and continuing training of personnel and to improve their working conditions.
16. **Provide** member organisations with appropriate fora to discuss questions relating to ways in which the quality of teaching can be improved, including through the development of relations with non-teaching personnel.
17. **Ensure** that public activities, including media events, are organised in as many countries as possible on World Teachers' Day (5 October), focusing on the status of the teaching profession.

The Education International First World Congress meeting in Harare, Zimbabwe, from 19 to 23 July 1995:

1. **Notes** that teachers, in providing not only knowledge and qualifications, but also universal ethical principles of social justice, tolerance and peace, play an important role in the economic, social and cultural development of our societies;

2. **Notes** that the vast majority of teachers believe that they do not receive the moral and material recognition appropriate to their level of qualifications and responsibilities;
3. **Notes** the existence of economic, political and religious doctrines which in many countries hinder the recognition of rights as stated in ILO Conventions Nos. 87 and 98, as well as professional freedom as recognised in the 1966 ILO/UNESCO Recommendation on the Condition of Teachers;
4. **Notes** that the low salary of teachers in most countries and the non-payment of salaries during prolonged periods of time in some countries creates situations of low regard, demoralisation and even precariousness in developing countries, which affect teachers' morale and dignity;
5. **Notes** that all too often teachers are required to carry out their duties without proper or sufficient educational and psychological training, which makes it very difficult for them to provide quality education;
6. Further **notes** that all too often class sizes, which have reached ridiculous levels in developing countries, the insalubriouness of many school buildings, and the absence or lack of school materials all create conditions which are unacceptable and which disturb the mental well-being of teachers;

A. The Congress stresses:

7. That at this time of profound change facing every society, human resources must be valued in order for change to be successful, and that from this perspective the role of teachers must be reconsidered and strengthened in order to be able to fulfill the requirements of education and youth training;
8. That all teachers must receive initial higher education level training before starting to teach, as well as regular in-service training, which will allow teachers to incorporate all new developments into their teaching in order to be able to prepare young people better for societies undergoing change;
9. That the quality of teaching and its relevance to the real needs of young people also depends, to a great extent, on the working conditions of not only pupils and students, but also of teachers and educational personnel, conditions which are currently far from satisfactory;
10. That teachers and education personnel must be able to live with dignity from their work, without having to take on a second or third job to obtain a decent salary which would allow them to live with their families;
11. The need to give back value, both morally and materially, to the function of teacher and educator, to give them back status, recognition and dignity within their society, so that they can find the will, conviction and prestige, necessary conditions for quality education;
12. The importance of professional and academic freedom for teachers, with the result that teaching is independent from any political, economic, ideological or religious influence, in order to preserve young peoples' right to and democratic exercise of critical spirit and creativity;

B. Role of Education International

EI should:

13. Further **promote** the above-mentioned principles and objectives within intergovernmental organisations such as the ILO and UNESCO in particular, and favour the ratification and the adoption by governments of international legal instruments, which would improve the condition of teachers and education personnel;
14. **Intervene** with governments so that they take all appropriate measures for the implementation of the Recommendation;
15. **Collect** and **publish** existing studies which demonstrate the close relationship between the level of initial and in-service training and working conditions of education personnel on the one hand, and the quality of teaching given to young people on the other;
16. **Reflect** with members of the scientific, cultural and international community on the new role which teachers are called upon to play in society, with all its attendant implications, and publish the results of this work.

STATUS OF HIGHER EDUCATION PERSONNEL (2001)

The Third World Congress of Education International, meeting in Jomtien, Thailand, from 25 to 29 July, 2001:

A. Education International affirms:

1. The rights and freedoms of higher education teaching personnel as defined in the UNESCO Recommendation concerning the Status of Higher Education Teaching Personnel;
2. The important role all higher education personnel play in contributing, through their work, to the dissemination of knowledge, the furthering of social and economic goals, and the pursuit of innovation and new ideas;
3. The responsibility of personnel working in higher education institutions to work towards making the benefits of higher education available to all;

B. However, Education International notes:

4. An erosion in academic freedom, particularly in terms of academics' right to engage in teaching, research and scholarship without interference, and their responsibility to promote the work of the university as critic and conscience of society;

C. Education International **believes** that this is the product of a number of converging factors, including:

5. The increasing reliance of universities around the world on corporate and other forms of private funding;
6. The erosion of tenure and other forms of ongoing employment;
7. The failure of national governments to observe and give substance to the rights and freedoms of higher education personnel as endorsed in the UNESCO Recommandation;
8. The absence to date of a report from the Director General on the world situation with regard to academic freedom, as required by Article 75 of the UNESCO Recommandation;

D. Therefore, Education International should:

9. **Continue to engage** in discussions with the ILO as to how the rights and freedoms expressed in the UNESCO Recommandation concerning the Status of Higher Education Teaching Personnel might be promoted and protected in international agreements, and to protect the rights and freedoms of all higher education personnel;
10. **Organise** a conference involving representatives of EI affiliates, national governments, and NGO's (including UNESCO) to review implementation of the document (including the publication of reports on academic freedom from Member States) and formulate a strategy to ensure that it has wider efficacy.

NB The Budapest conference on higher education and research called upon a report back on the implementation of article 75 to be provided to the third world congress.

HIGHER EDUCATION

HIGHER EDUCATION AND RESEARCH POLICY[4] (2001)

The Third World Congress of Education International meeting in Jomtien, Thailand, from 25 to 29 July 2001:

A. Affirms EI's commitment to the continuing development of higher education and research noting that:

1. Higher education institutions play a central educational, economic and employment role in society, in scientific, technological and applied research and through the production of skilled graduates (including primary and secondary teachers);
2. Strong higher education and research institutions underpin a vibrant and pluralistic civil society, and enrich social and cultural life by generating new knowledge and by continuously enhancing humanity's intellectual and cultural heritage;
3. Higher education is often an important focus of resistance to authoritarian regimes, and plays a significant role in promoting human rights, democracy and cultural and intellectual tolerance;

B. Considers that the development of higher education and research should be guided by the following principles and priorities:

4. the importance of a strong, public higher education sector to ensure that access to lifelong learning is available to all citizens;
5. Access to and participation in higher education should be available to all that meet relevant entry criteria and should not be limited by the financial means or social origins of students. This means that higher education, as well as other education sectors, should be free of charge, and that the State should ensure that adequately funded student support schemes are available. Where fees do apply, they should not exceed 20 % of total course costs and appropriate subsidies, grants and options for deferred repayment must be available;
6. Funding for universities, colleges and research institutions is primarily the responsibility of the State, and the State should maintain its overriding responsibility for ensuring that higher education and research institutions serve the public interest. Where private institutions exist and receive State support, they should be required to adhere to the same standards and levels of accountability as public institutions;
7. While the State has a right and an obligation to insist on public accountability from higher education and research institutions for the expenditure of public funds such accountability should not undermine institutional autonomy in relation to academic policies, curriculum, staff appointments and internal management. Institutional autonomy, in these spheres, is a precondition for the existence of academic freedom. This in turn guarantees that independent research, teaching and scholarship can flourish;
8. An essential element of academic freedom is the right of staff to be directly represented on all key decision-making bodies within universities, colleges and research institutions and for decision-making to reflect collegial principles. Collective decision-making must guarantee and develop individual staff rights such as the freedom to determine teaching style or the right to intellectual property;
9. Research and scholarship is guaranteed and underwritten by the existence of academic tenure or job security. Universities and colleges should provide tenured opportunities through appropriate policies or collective agreements. Member States of UNESCO should be encouraged to adhere to the terms of the UNESCO Recommendation Concerning the Status of Higher Education Teaching Personnel and to adopt positive measures for its speedy implementation. Where staff are not employed in tenured posts but on shorter term contracts, their industrial and professional rights should be equivalent to those of tenured colleagues;

[4] Resolution adopted at the Second World Congress in 1998, amended in July 2001

C. Welcomes the progress made in the higher education and research sector since the Harare Congress, particularly in the following areas:

10. the significant increase in affiliations by unions representing higher education and research staff;
11. the major Conference organised jointly with UNESCO in Paris in March 1997;
12. the substantial work done on the UNESCO Recommendation Concerning the Status of Higher Education Teaching Personnel;

D. Considers that this work should be continued with a particular focus on:

- international cooperation in the areas of higher education and research;
- the democratisation of access to higher education in conjunction with the trend toward mass
- provision of higher education;
- the promotion of students' social status;
- the professionalisation of higher education;
- the world-wide financial crisis in higher education (particularly in the developing world);
- the threats to the academic freedom and working conditions of higher education and research staff;

Expanded EI work should aim to:

13. Strengthen EI's membership base in the higher education and research sector, and build networks in the sector globally and regionally;
14. Achieve and promote the adoption and implementation by National Governments of the UNESCO Recommendation Concerning the Status of Higher Education Teaching Personnel, and develop an effective monitoring process for its implementation;
15. Defend higher education budgets from domestic and international threats in the context of a broader international defence of all education sectors. Opposition to international institutions' attempts to deregulate and privatise education is a central element of this defence;
16. Develop EI's policies on the role of universities and colleges in teacher education, on lifelong learning, on the implications of new technology and on the links between education and the economy;
17. Support academic freedom and the right to collective bargaining including the protection of intellectual property rights and the defence of contract and part-time staff;
18. Promote open and accountable institutional governance and management systems and the appropriate involvement of staff unions;
19. Strengthen the input of developing countries into the higher education and research work of EI including its regional structures;
20. Develop formally structured higher education and research forums as part of regular EI Regional Conferences and prior to the convening of World Congress Meetings;
21. Ensure that EI's higher education and research policies are fully covered in EI's dialogue, co-operative work and advocacy with the relevant international and regional bodies and institutions, to ensure that EI's influence within the higher education and research sector is maximised.

TRANSNATIONAL PROVISION OF HIGHER EDUCATION (2001)

The Third World Congress of Education International meeting in Jomtien, Thailand, from 25 to 29 July 2001:

A. Notes:

1. The growth of provision of higher education across national borders, utilizing mainly internet-based technologies, by traditional universities as well as by solely on-line providers;
2. The participation by a number of universities in joint ventures with for-profit corporations and other higher education institutions for the provision of higher education relying on internet-based materials and technologies;
3. Growing concern among higher education personnel, students and the communities they work with regarding the lack of clear and unambiguous information available in relation to governance structures, quality assurance and accreditation procedures, and employment practices within such joint ventures;

B. Believes that:

4. Predominantly on-line higher education providers should be subject to rigorous quality assurance mechanisms to ensure a curriculum developed, taught and under academic control of faculty who have tenure and academic freedom , and this principle should be reflected in international accreditation procedures;
5. It is the responsibility of national governments, international organisations and higher education providers to ensure that the expansion of web-based transnational higher education provision is informed by public interest concerns and objectives, and not solely by profit motives or market forces;

Accordingly, EI should:

6. Encourage higher education trade unions to develop strategies for actively organising members across national boundaries to ensure that the employment rights of personnel employed by transnational providers are protected;
7. In conjunction with higher education unions that have already undertaken significant work in this area, develop guidelines for best practice in relation to the provision of transnational education and actively pursue their endorsement and implementation by UNESCO, the ILO, the World Trade Organisation and international accreditation bodies, such implementation to be pursed in conjonction with EI.
   Such guidelines should address, among other issues, governance structures, quality assurance, the importance of culturally relevant content and modes of delivery, accreditation, intellectual property management and academic freedom.

THE DEVELOPMENT OF HIGHER EDUCATION (1995)

The Education International First World Congress meeting in Harare, Zimbabwe, from 19 to 23 July 1995:

1. **Considering** the complexity of the challenges with which higher education is confronted on the eve of the 21st century;
2. **Considering** the vital role which higher education plays in the scientific, technological, economic, social and cultural life of a country.

A. The Congress demands:

3. That access and participation in higher education is extended to all who wish to participate on the basis of ability and in conditions of equality of opportunity;
4. That academic freedom be strengthened and respected, along with the autonomy of institutions. These being essential for the development and effective functioning of institutions of higher education;
5. That the status of higher education teaching personnel is strengthened and protected by means of an international normative instrument, preferably involving both UNESCO and ILO in its development and implementation as is the case with other teachers;
6. That cooperation between teachers and institutions in different countries be encouraged as this is indispensable element in effective higher education;
7. That the vital role of research and scholarship in higher education be recognised and the adequate funding for its expansion be provided;
8. That teacher education is an essential foundation for all sectors of education, and that it should be based in higher education institutions, who should work in close cooperation with the schools.

B. The Congress declares:

9. That Education International is strongly placed to speak on behalf of higher education teachers and research workers within the context of the whole teaching profession.

C. Role of Education International

EI should:

10. **Take** all necessary steps to achieve these aims and, in particular, to protect the status, living standards and security of teachers and research workers and promote the growth of effective higher education throughout the world.

HEALTH EDUCATION

HEALTH PROMOTION AND EDUCATION FOR THE PREVENTION OF AIDS AND HEALTH-THREATENING BEHAVIOURS (1995)

The Education International First World Congress meeting in Harare, Zimbabwe, from 19 to 23 July 1995:

1. Deeply **concerned** with the rapid expansion of the AIDS pandemic in all regions, and particularly in Africa and Asia, as well as other threats to healthy human development around the globe;
2. Particularly **troubled** by the growing number of children, adolescents and women of child-bearing age infected by the HIV virus, and other threats to health;
3. **Convinced** that schools have a critical role to play in promoting the health of children, adolescents and school personnel in preventing HIV/AIDS and other health risks;
4. **Noting** with satisfaction the development by the UN of a common programme to fight the disease which will enable the various UN institutions to work more closely and better coordinate their efforts;
5. **Adhering** to the Declaration of Consensus on AIDS and Schools adopted at the World Consultation of Teachers' Unions held at UNESCO in April 1990;
6. Also **noting** with concern the increase in the use of intravenous/illegal drugs, a major factor in the transmission of AIDS;
7. **Considering** that these afflictions can be hazardous to the social, economic and even political stability of nations;
8. **Considering** that health status affects learning and academic success and that education should influence or modify attitudes and behaviours to allow children or adolescents to become the first persons responsible for their own health;
9. **Considering** that comprehensive school health programmes including instruction, health services and school environment can support healthy behaviours for children, adolescents and school personnel;

A. The Congress urgently asks States to:

10. **Adopt** and **implement** global, concerted policies to prevent the use of intravenous/illegal drugs;
11. Actively **promote** a comprehensive school health policy that includes prevention of HIV/AIDS notably by implementing effective sex education programmes;
12. **Establish** partnerships based on solidarity, particularly with developing countries;
13. **Be** specifically **attentive** to children, adolescents and women of child-bearing age;
14. **Develop** policy and programmes on AIDS;
15. **Improve** the availability of choice and the use of protective means and methods;
16. **Eliminate** all forms of discrimination at school and the work place and all forms of exclusion by prohibiting, notably, unfair dismissals or pre-employment detection tests as well as all forms of exclusion by the marginalisation of groups considered to be "at risk";
17. Better **assess** the negative effects of AIDS on social and economic development.

B. The Congress encourages EI member organisations to:

18. **Give** greater **consideration** to the crucial role that the school system and the entire educational staff can play to combat expansion of the disease by means of health education and education for the prevention of HIV/AIDS;
19. **Play** an active role in developing health education policies for school programmes in close collaboration with the ministries of education and health;
20. **Become** further **involved** in all stages of planning, implementation and assessment of programmes combatting AIDS and sexually transmitted diseases;
21. **Take** action to ensure that all education personnel receive initial and in-service training on

HIV and AIDS, and overall aspects of a comprehensive school health programme;

22. **Combat** all forms of discrimination and exclusion against students or educational staff infected by HIV/AIDS;
23. **Create** or **develop** relationships with organisations of health care professionals.

C. Role of Education International:

EI should:

24. **Continue** and **strengthen** its collaboration with the institutions in the United Nations system particularly with WHO, UNESCO and ILO;
25. Actively **participate** in international meetings on the issue of comprehensive school health programmes and HIV prevention, and in the organisation of regional and world events aimed at heightening public awareness, especially among youth, with regard to health education issues;
26. **Gather** as much information as possible on these issues and address it to member organisations;
27. **Introduce** a theme on comprehensive school health programmes HIV/AIDS prevention in its cooperation and development programmes.

Moreover, the Congress applauds the joint Conference to be held from 24 to 26 July with WHO and UNESCO and fervently hopes that this congress will be the occasion of concrete proposals and real commitment of all those men and women who contribute to health education in the educational system.

HEALTH PROMOTION AND SCHOOL HEALTH (1998)

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

1. Profoundly **concerned** by the rapid expansion of infectious and transmittable diseases, which pose an enormous threat to healthy human development on the planet as a whole and which can affect the social, economic and political stability of countries;
2. Particularly **alarmed** by the growing number of adolescents confronted with particularly difficult situations that expose them to numerous health risks;
3. **Convinced** that education and health are mutually complementary and reinforcing;
4. **Convinced** that the school is the irreplaceable and most useful place in a country for the improvement of both health and education;
5. **Convinced** that the state of health affects learning and success at school and that health education should give children the essential skills to enable them to make choices and adopt behaviour that will determine their health for their rest of their lives;
6. **Recalling** the joint declaration "Education and health: an alliance for development" signed with the World Health Organisation (WHO), the United Nations HIV/AIDS Joint Programme (UNAIDS) and the United Nations Educational, Scientific and Cultural Organisation (UNESCO) on the occasion of the 45th International Conference on Education in 1996;
7. **Considering** the "Global School Health Initiative" launched by the WHO as a relevant initiative to increase the number of school establishments involved in the promotion of health;
8. **Recalling** the Jakarta Declaration on leading health promotion into the 21st century (adopted in 1997), which reaffirms that health is a basic human right and an indispensable factor in economic and social development;
9. **Expressing** its delight that EI has been invited by UNAIDS to become one of the partners in the 1998 international campaign against AIDS, which targets people under the age of 24 years;

A. The Congress immediately calls upon governments:

10. **To adopt** and implement concerted global policies of health development;
11. **To strengthen** policies and resources to support the promotion of school health;
12. **To** actively **promote** a global policy of health education including the prevention of HIV/AIDS and STDs, above all by the implementation of genuine sex education;
13. **To reinforce** and **broaden** the partnerships for health based on solidarity, transparency, respect and recognised and accepted ethical principles, particularly with developing countries;
14. **To pay** specific attention to children and adolescents faced with difficult situations;
15. **To eliminate** all forms of discrimination at school and at work and all forms of exclusion which could be connected with the state of health or genetic characteristics.

B. The Congress calls upon the member organisations of Education International to:

16. **Play** an active role in the development of school health education policies in close collaboration with the ministries of education and health or oppose their plans when they are destructive of school health services;
17. **Take** more **account** of the crucial role that the school system and workers in education as a whole can play, through health education, particularly with regard to the prevention of HIV/AIDS and STDs and the prevention of drug abuse;
18. **Become** more involved at every stage of the conception, implementation and evaluation of school health programmes;
19. **Take** action to ensure that all educational workers receive initial and in-service training, enabling them to promote health and health education;
20. **Combat** all forms of discrimination and exclusion affecting pupils, students or workers in education affected by HIV/AIDS or because of their genetic characteristics;

21. **Establish** or **develop** contacts with parents and health professionals at local or national level and where necessary, take action to ensure the recruitment of doctors and nurses to work in schools to provide specific medical services;
22. **Commit** themselves, especially in the framework of the "health promoting schools" networks, to making the school a healthy place that offers a reliable infrastructure that guarantees protection from diseases, violence and harmful substances.

C. Role of Education International:
EI should:

23. **Pursue** and **strengthen** its collaboration with the institutions within the United Nations system, particularly the WHO, UNAIDS and UNESCO;
24. Actively **participate** in international events relating to the promotion of health, health education and the prevention of HIV/AIDS, STDs and drugs, and in the organisation of regional and international consciousness-raising events aimed at the general public, workers in education and young people on questions relating to health education;
25. **Collect** as much information and informative material as possible on these questions and pass it on to the member organisations;
26. **Pursue** and **strengthen** the introduction of themes on every aspect of health education in cooperation and development programmes.

THE SOCIETAL ALIENATION OF CHILDREN DUE TO "KOKORO-NO-ARE" (EMOTIONAL & MENTAL STRESS) (1998)

The Education International Second World Congress meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

Notes:

1. The increasing alienation of children from societies due to "Kokoro-no-are" (emotional and mental stress); in particular the increasing incidence in developed countries of teenage suicide, assault and murder of friends and teachers by young people.
2. Bullying, pregnancy amongst young girls and drug abuse continue to plague our societies all of whom are seeking solutions.

Recognises that:

3. Problematic behaviour of children and young people in our societies is often caused by their ill-treatment. There is a lack of respect for their human rights. Many experience violence and abuse. They suffer from stress caused by increasing academic expectations in rigid school structures and the absence of environments where they can recover from mental trauma or simply grow in a safe and relaxed atmosphere.
4. Modern society puts enormous pressure on the amount of time and support available, from within the family and community.

Understands that:

5. Teachers also suffer from enormous stress in these circumstances;
6. Such social environments result in students failing to complete schooling, psychiatric problems among teachers and prevents many students from choosing teaching as a profession;
7. Confirms that there is a need for an exchange of information and discussion among its affiliates which are affected by such problems and for EI headquarters and regional organisations to address these problems as important issues;
8. Urges each affiliate to take action to address these problems through a review of the current education system with a view to ensuring appropriate environments for learning, the provision of health and counselling services and community support for families wherever necessary.

HUMAN AND TRADE UNION RIGHTS

PEACE AND DEMOCRACY

TOWARDS PEACE, DISARMAMENT AND PEACE EDUCATION (1995)

The Education International First World Congress meeting in Harare, Zimbabwe, from 19 to 23 July 1995:

Notes that:

1. 1995 marks the 50th anniversary of the end of World War II, the liberation of Nazi camps bringing an end to the Holocaust against the Jews, deportations and the wide-scale extermination of populations. Since then there have been attempts to blur or deny the truth and responsibility for what this period really was, and a resurgence of neo-Nazism can be seen.

2. Furthermore, the existence of centres of war, and the dangers of their being extended, conflicts of ethnic dominance, and the 1994 genocide which occurred in Rwanda mean that we must find a peaceful means of resolving such conflicts.

3. 1995 is also the 50th anniversary of the use of nuclear weapons during the atomic bombing of Hiroshima and Nagasaki.
The nuclear non-proliferation treaty has been ratified by 165 countries since 1970. It is up for renegotiation this year, as its term has come to a close. It is clear that the only way to ensure that the treaty is extended and respected by all countries is the concerted and controlled elimination of nuclear weapons, along with a definitive halt to nuclear tests, following the current moratoria respected by the great powers (with the exception of China), and a end to the development of new weapons of mass destruction.

4. 1995 represents 50 years of action by and development of the United Nations and of those international bodies linked to the UN, particularly UNESCO and UNICEF.
Under difficult conditions, these last two have furthered all over the world the ideas and actions of international cooperation and solidarity, cultural exchanges and the preservation of our global heritage in all its senses.
The actions and role in Education for Peace of UNESCO, an organisation which intercedes on behalf of children, education and culture, must be stressed.
The United Nations has named 1995 the "Year of Tolerance".

Recommendations

5 . Education International will remind its members of the memory and history of all aspects of World War II, and the massive exterminations which characterise it, and calls on its member organisations to do the same.
We must be vigilant about the content of educational programmes and didactic materials on this issue.
EI calls for awareness of any resurgence of neo-Nazi ideology or groups.

6. EI will follow and publicise the work and conclusions of the International Tribunal on Genocide in Rwanda, based in The Hague.

7. EI will support peace efforts the world over, in its respect for the rights of peoples. EI calls on its member organisations to support the forces of peace and trade unions, particularly education trade unions, which work towards this goal in countries where there is conflict. EI expresses its solidarity with teachers, education personnel and students who are victims of these situations.

8. Education International calls for all countries, especially nuclear powers, to take significant steps along the path towards the non-proliferation, reduction and definitive ban on nuclear weapons, and the elimination of all weapons of mass destruction.

9. Education International commits itself firmly to international peace activities linked to education in the field of human rights and promoting democracy. EI calls on its member organisations to further their actions in this field, working closely in line with UNESCO's aims and recommendations and its Charter, the UN Charter, the Universal Declaration of Human Rights, the International Convention on the Rights of the Child, the Recommendation on

Education for International Understanding and Cooperation and Education regarding Human Rights and Basic Liberties.
This educational action concerns the content of education and training, educational resources and material, school and university life, initial and ongoing training for teachers, research, and ongoing training for young people and adults.
EI supports the initiatives of the peace education movement which is in keeping with these principles, and invites its member organisations to do the same.

PEACE EDUCATION FOR DISARMAMENT (1998)

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

1. Real or potential conflict areas continue to exist in the Middle East and other regions of the world;
2. Even after the EI First World Congress, numerous innocent women and children were victimised in ethnic conflicts, for instance in Bosnia, despite the strong wish for peace of many peoples in the world;
3. Many boy soldiers were killed in the battlefield in the course of separatist movements for independence in such regions as Chechnya;
4. Armed force is still used to sacrifice many human lives in ethnic conflict or in efforts by dictatorial governments to maintain their regimes in such areas as Rwanda;
5. Iraq is faced once again with armed conflict;
6. Citizens are becoming victims of armed conflicts in many parts of the world;

All member organisations of EI recognise the fact that further promotion of peace education for world disarmament is most important for the pursuit of international peace, and recommend that:

7. EI members and their affiliates should continuously bear in mind and recall the records and histories of all the world wars and massacres which have occurred in the 20th Century;
8. Peace education programmes for disarmament should be developed with the initiative of UNESCO in order to promote the concrete learning of peace education in the schools throughout the world;
9. EI member organisations should check whether peace education for disarmament is provided for in their countries, as well as the contents of teaching materials and curricula;
10. EI member organisations should exchange information on peace education for disarmament and on educational programmes promoting democracy, and EI should encourage such exchanges;
11. EI should support trade unions and civil organisations engaged in activities for peace and disarmament. EI should also ask its affiliates to support domestic organisations engaged in such activities;
12. EI should ask all countries possessing nuclear, biological and chemical weapons capable of mass destruction to take appropriate measures to eliminate such weapons;
13. EI should commit itself to doing its best for international peace activities linked with education in the field of human rights while promoting democracy. EI should ask the countries of its affiliates to develop activities in line with the objectives, recommendations and constitutions of UNESCO, the UN Charter, the Universal Declaration of Human Rights, the Convention Concerning the Rights of the Child, and recommendations concerning education for international understanding and cooperation, human rights and fundamental freedoms. These educational activities should be incorporated into the content of education and training, educational resources and materials, school and university life, pre-service and in-service training of teachers, etc.
14. EI supports the peace education movement based on these principles, and proposes that EI affiliates take up this movement.

CHILDREN AND WAR (1998)

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

1. Recognises the valuable work undertaken by the United Nations and its agencies such as UNESCO and UNICEF in supporting children and education in war-torn areas of the world.
2. Recognises the valuable contribution made by the United Nations Associations in various countries in supporting the UN and its agencies.
3. Wishes to take every opportunity to promote justice, world peace and education, in the interests of children in all countries.
4. Accepts that the Olympic Games capture the attention and imagination of the nations and peoples of the world and provide an ideal opportunity to call for world peace.
5. To this end, Education International commits itself to promoting world peace during the period of the Olympic Games in the year 2000, recalling that peace was declared during the original Olympic Games in Ancient Greece.
6. Education International, in the period up to the Olympic Games in the year 2000, will call upon its affiliates to encourage children in all schools to secure a commitment from the UN, governments and parties to conflicts in all areas to cease hostilities during the period of the Games.

REVISION OF THE DISTORTION OF HISTORY IN JAPANESE TEXTBOOKS (2001)

The Third World Congress of Education International, meeting in Jomtien, Thailand, from 25 to 29 July, 2001:

1. **Concerned** that some Japanese history textbooks for middle schools edited under the initiative of Japanese right-wing groups were authorised by the Japanese government. Such outcome would damage the friendly relations among countries of the Asia-Pacific area and, moreover, have a negative influence on history that they promote and other inappropriate contents such as the glorification of the Japanese colonial rule and history of aggression. Therefore, we wish to declare the following;
2. **Reminds** the Japanese government that these days the international trend is to reflect on one's own history of wars and violence and make efforts to create a new peaceful age, as demonstrated by Germany, for example, which has made a grave reflection of its history and given good apologies and compensations to war victims. We further urge the government to (1) immediately correct such history textbooks that glorify its wars and colonial rule while distorting the historical truth and (2) positively participate in the international trend to bring about peace;
3. **Urges** the Japanese government to faithfully implement the UNESCO Recommendation (Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms. Nov 19, 1974) stating that « education should contribute to respect for the fundamental liberty and human rights, establishment of social justice, and promotion of international understanding and world peace and also objection activities against all kinds of neo-colonialism, all forms of racism and fascism, and other ideologies arousing ethnical and racial hatred;
4. **Urges** the Japanese government to alter the procedure of selecting and adopting textbooks so as to allow reflection of reasonable opinions gathered from teachers and their associations, who are the subject of education;
5. **Demands** that the Japanese government settle complications arising with associated countries and develop cooperative relationships through immediate truthful history education based on the universal values pursued by mankind.

NEPAL (2001)

The Third Education International World Congress meeting in Jomtien ,Thailand, from 25 to 29 July 2001:

1. **Expresses** solidarity with the affiliated trade unions (NNTA and NTA) and the Nepalese people following the assassination of the royal family;
2. **Regrets** having been forced to transfer the venue of the present World Congress from Kathmandu to Jomtien for obvious security reasons, which continue to apply, and having thus missed the opportunity of showing to the global community of trade union educators the economic, social and cultural reality of a country seeking development;
3. **Stresses** that contemporary history shows that development always goes hand in hand with the democratic and transparent functioning of governmental institutions, to which the population and democratic organisations of civil society must adhere, and that guerilla practices most often delay any possibility of development, owing to the hesitations of potential investors, amongst others;
4. **Recognises** the struggle against poverty which prevents many Nepalese children from participating in formal schooling;

The Third Education International World Congress:

5. **Requests** that the Nepalese government and the organisations part of or supporting the guerilla find a political solution to the present conflict, so that the country returns to peace and stability, which are prerequisites to any development;
6. **Requests** that NNTA and NTA promote an education in favour of civil peace and democracy in a context of social justice. Only political and democratic stability can protect the rights of Nepalese teachers including their personal safety, ensure freedom for Nepalese communities, improve the economic conditions for the citizens of Nepal and promote unity and social justice;
7. **Requests** the Executive Board to take the appropriate initiatives by the next Congress, in collaboration with the Nepalese authorities, international institutions and organisations of the Nepalese society, to promote education for all and to campaign against illiteracy in the framework of the Global Campaign for Education, in order to help reduce poverty.

PALESTINE (2001)

The Third Education International World Congress meeting in Jomtien, Thailand, from 25 to 29 July 2001:

1. **Notes** with concern the dangerous escalation of the Israelo-Palestinian conflict, the principal victims of which are children, owing to the non-application of the UN resolutions and to the non-respect of the peace agreements signed between the two parties;
2. **Considers** the appeals for peace launched by the international community;
3. **Acknowledges** the wish of the Israeli teacher trade union (ITU) to open a dialogue with the Palestinian trade union leaders;
4. **Acknowledges** the role played by the Palestinian teacher trade union (GUPT) to support peace and justice;
5. **Calls** for:
   a) the ending of all violence and the immediate application of the ceasefire without preconditions;
   b) the end of colony settlements on Palestinian territories;
   c) the resumption of the negociations in search of a global, equitable and sustainable peace on the basis of the agreements reached and the recognition of the legitimate rights of the two people recognised by the UN;
   d) all pupils and students to be able to attend school and university safely;
6. **Decides** to send an EI delegation to investigate the conditions of teachers and students in the Palestinian territories and in Israel;
7. **Decides** to organise an international conference of the Arab teacher trade unions affiliated to EI;
8. **Decides** to continue to organise, as shortly as possible, the conference, including peace and justice, entitled *Learning to Live Together*.

VIOLENCE, EDUCATION AND THE PEACE PROCESS IN SRI LANKA (2001)

The Third World Congress of Education International, meeting in Jomtien, Thailand, from 25 to 29 July, 2001:

1. **Noting** that the international airport of Sri Lanka was been on fire on 24th July 2001, having being attacked by rebels with knowledge and skills;
2. Further **noting** that Sri Lanka has a literacy record of about 92% but recalling that education for all cannot be achieved successfully without wisdom and peace, i.e what is happening to Sri Lanka today may happen to any other country;
3. **Requests** the Sri Lankan government to expedite the peace process mediated by Norway with the support of the International community especially by the United States of America, the United Kingdom and India to find out a political solution to the ethnic issue in Sri Lanka;
4. **Requests** EI to pay more attention to the subject of loving kindness to inject mindfulness and wisdom to the future humanity to live in peace and prosperity.

SOLIDARITY WITH SUTEP AND THE PERUVIAN PEOPLE FOR HAVING DEFEATED THE DICTATORSHIP OF FUJIMORI AND MONTESINOS (2001)

The Third World Congress of Education International, meeting in Jomtien, Thailand, from 25 to 29 July, 2001:

Considering:

1. That, since the beginning of the 1990s, Peru has been victimised by one of the dictatorships in South America, to apply the neoliberal model most unconditionally. In fact, the Fujimori regime restructured society, applied economic reforms and modified the legislation in direct favour of transnational capital, rendering the teachers, the workers, and the people defenseless and poor;
2. That, since April 1992, this regime was in power following a coup disrupting the Republican Congress, Public Authority, Judicial Authority and the means of communication, and installed with the complicity of the leaders of the armed forces a fierce dictatorship persecuting the opposition and the democratic sectors such as SUTEP;
3. That, the regime, in its intent to seize power for two or more presidential terms, changed into an officially democratic regime, but in reality became a corrupt dictatorship. The Fujimori and Montesinos criminals killed while remaining unpunished, plundered the country's resources, and overexploited its workers. And as if that was not enough, they repressed the people mercilessly, and from their position of power engaged in arms and drugs trafficking;
4. That the dictatorship had as one of its objectives the privatisation of public education and imposed the "recommendations" of the International Monetary Fund and the World Bank, which in the long run have accelerated the deterioration of public education. At this point SUTEP, representing 285,000 teachers, had to defend firmly quality public education as well as the necessity to develop a national plan on education, which would put education back on its tracks.
5. That, especially in the last two years, the main fighting strategy of the Peruvians has been the utmost unity of action to defeat the dictatorship. In this process, SUTEP has played a crucial and decisive role. At the end of 2000, the corrupt regime was thrown out by the people. Today, Vladimiro Montesinos is imprisoned, and Alberto Fujimori, the other major criminal, is protected by the Japanese Government;
6. That the actions of the dictatorship not only have affected the economy, the productive structure and the agriculture, resulting in the fact that an unprecedented 50.7% of the population now lives in poverty; but the dictatorship has also institutionalised corruption, blackmail and immorality, affecting the whole society;

In conclusion, the Third Education International World Congress Wishes:

7. **To express** its solidarity with SUTEP and the Peruvian people in their democratic and antidictatorial fight which has defeated the dictatorship of Fujimori and Montesinos and restored the democracy in Peru;
8. **To urge** the elected Government to implement from 28 July of this year, the readjustment of its political economy so as to help respond to the needs of the country;
9. The respect and validation of quality public education, converting it into a state affair with the fundamental strategic aim of developing the country;
10. The just punishment of the accused Vladimir Montesinos and the just extradition judgement and conviction of Alberto Fujimori;
11. **Support** for and solidarity with SUTEP's fight to achieve professional, economic, social, cultural and labour rights, towards the success of a National Education Project.

THE ELIMINATION OF NUCLEAR ARMS (1998, 1995)

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

1. Strongly **protests** the decision of the governments of India and Pakistan to conduct underground nuclear tests, in defiance of global public opinion seeking abolition of all nuclear arms;
2. Is deeply **concerned** that the recent nuclear tests might not only provoke nuclear proliferation in Southwest Asian countries through an arms race, but result in the use of nuclear arms in regional conflicts. Pre-critical nuclear tests also cannot be tolerated, as they could touch off fresh nuclear proliferation;
3. The world has begun to take a major step toward developing a nuclear-deterrent framework as evidenced by: the "recommendation-type opinion" of the International Court of Justice, ruling that the recent nuclear tests were a violation of international law; the reviewing of national security policy in Canada; the enforcement of the Comprehensive Test Ban Treaty (CTBT); and the nuclear disarmament announcement made by a former general calling for abolition of nuclear arms;
4. Nuclear States should fully respect the opinion of the international community and take the initiative in making a decision concerning the early conclusion of START II and observance of START III and the Chemical Weapons Ban Treaty;
5. Japan has had the tragic experience of atomic bombing in Hiroshima and Nagasaki, the wounds from which have not yet been fully healed half a century after the bombing. Japanese people have learned the value of peace and human life and have opposed all nuclear tests under the slogan, "Never again should the same mistake be repeated".
6. EI and its affiliates **are determined to fight** with the entire international community for the realisation of a "nuclear-free world", which calls for the foundation of a global nuclear non-proliferation and elimination framework.

The Education International First World Congress meeting in Harare, Zimbabwe, from 19 to 23 July 1995:

Considers:

1. that the decision of the French government to carry out renewed nuclear testing violates the moratorium implemented by the nuclear powers, excluding China;
2. that this decision may prompt other countries to resume the testing. It jeopardizes the process initiated with a view to indefinitely extending the Nuclear Non-Proliferation Treaty and also jeopardizes the ongoing discussions to lead to the forthcoming signature of a comprehensive nuclear test ban treaty;
3. that the resumption of the testing would constitute a provocation for the people of the Pacific. Despite the official French denials, it poses serious dangers to the environment in this region of the world.

The Congress of EI:

4. **calls** on the French government to reconsider its position and encourages all its member organisations to intervene in this regard;
5. **supports** its member unions who have already indicated their opposition and expresses its solidarity with the populations concerned by this decision;
6. **calls** on all governments to give up nuclear testing permanently.

HUMAN RIGHTS

THE 50TH ANNIVERSARY OF THE UN UNIVERSAL DECLARATION OF HUMAN RIGHTS AND OF ILO CONVENTION 87, CONCERNING FREEDOM OF ASSOCIATION AND PROTECTION OF THE RIGHT TO ORGANISE (1998)

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

> *We must believe in values of humanity because otherwise we do not leave any point of reference for children to put their faith in...*
>
> Rigoberta Menchu

1. **Recalls** that 10th December 1998 is the 50th anniversary of the adoption of the Universal Declaration of Human Rights;
2. **Recalls** that 1998 is also the 50th anniversary of the adoption of ILO Convention 87 concerning Freedom of Association and the Right to Organise;
3. **Recognises** that since 1948, the Universal Declaration of Human Rights has become the yardstick to measure the degree of respect for and compliance with international human rights standards, and that it continues to be the fundamental source of inspiration for national and international efforts to promote and protect human rights and fundamental freedoms;
4. **Notes** that the Universal Declaration recognises the inherent dignity of the human family and that the rights contained therein are universal, inalienable and interrelated, and that they provide a set of common values around which people can unite that transcend frontiers and cultural differences;
5. **Recognises** the significance of national and regional differences but rejects the current justification of authoritarian and paternalistic governments that the concept of freedom in certain regions of the world differs from that guaranteed in the Universal Declaration of Human Rights, or that certain peoples are only concerned with economic rights and are not yet ready to concern themselves with civil liberties and political freedoms;
6. **Notes** that such authoritarianism promotes repression and prevents meaningful change and preserves the structures of power and privilege;
7. **Reaffirms** that democracy and respect for human rights and fundamental freedoms are interdependent and mutually reinforcing;
8. **Notes** that democracy is based on the freely expressed will of the people to determine their own political, economic, social and cultural systems;
9. **Reaffirms** the responsibility of all peoples, states, individuals, and all groups in civil society to promote human rights and fundamental freedoms set forth in the Universal Declaration of Human Rights;
10. **Acknowledges** the fundamental importance of the Universal Declaration to the promotion and protection of human rights, including the right to education;
11. **Recalls** commitment 6 of the World Summit for Social Development which recognises the role of education in promoting sustainable development, health, social justice, respect for human rights and democracy;
12. **Reaffirms** that education for human rights and democracy is in itself a human right and is a pre-requisite to the full realisation of social justice, peace and development;
13. **Notes** that education for human rights and democracy lays a solid foundation for guaranteeing human rights and preventing their violation;
14. **Promotes** a democratic and participatory education process to empower people and civil society to improve their quality of life;
15. **Is opposed** to international financial organisation guidelines that encourage privatisation, deregulation and the elimination of public services and social welfare, in the name of the reduction of government deficits;
16. **Regrets** that violations of the rights guaranteed in the Universal Declaration of Human Rights continue;

17. **Considers** that violations of the Universal Declaration result particularly from:
    - an increase in regional, civil and inter-ethnic conflicts;
    - continuing cruelty which constitutes crimes against humanity;
    - violations of principles of humanitarian assistance;
    - refusal to grant full rights to women;
    - violation of the rights of children to receive education;
    - economic exploitation of children;
    - denial of rights to refugees.
18. **Recognises** the fundamental importance of ILO Convention 87 to the existence of education unions and to the promotion of the rights of all who work in education;
19. **Recognises** that violations of ILO Convention 87 continue by authoritarian governments that refuse to permit organisations to exist that they do not control;
20. **Notes** that 45 countries have not ratified ILO Convention 87.
21. **The Congress calls on Education International and its Member Organisations to:**
    - **renew** their commitment to the ideals of the Universal Declaration of Human Rights and to ILO Convention 87;
    - **promote** adherence to, and implementation of, the rights guaranteed in the Universal Declaration of Human Rights;
    - **pursue** the ratification of ILO Convention 87 by all states in a campaign with the ICFTU and ITSs ;
    - **pursue** policies that promote equality and social justice at all intergovernmental levels and at the national level;
    - **work** actively at the UN Commission on Human Rights and at the ILO to strengthen the role of the two organisations and their impact on policies that will promote human rights;
    - **renew** efforts to have human rights education that promotes democratic values as an integral component of all education.

50TH ANNIVERSARY OF THE UNITED NATIONS (1995)

The Education International First World Congress meeting in Harare, Zimbabwe, from 19 to 23 July 1995:

1. **Recalls** the historic significance of the adoption of the United Nations Charter in 1945;
2. **Stresses** the importance of the United Nations and its role in mitigating international and civil conflicts, in promoting the recognition of universal standards of human rights, in facilitating the process of decolonisation and in promoting international cooperation for development;
3. **Notes** that the world today faces challenges at least as demanding as those which confronted peoples and their nations at the time of the creation of the UN, including:
   (a) since the end of the Cold War, an increase in regional, civil and inter-ethnic conflicts;
   (b) an increase in acts of barbarity and cruelty, and of crimes against humanity;
   (c) decreasing respect for basic human rights and principles of humanitarian assistance;
   (d) unprecedented numbers of refugees in many different regions of the world;
   (e) growing pressures of population and demography;
   (f) serious threats to the environment and to sustainable development;
4. **Seeks** the peaceful resolution of disputes and supports measures which aim to prevent disputes from escalating to the stage of armed conflict;
5. **Recognises** that the improved effectiveness of the United Nations and its system of specialised agencies is vital to our common future.

A. The Congress calls on governments and other parties to conflicts to:

6. **Respect** international law, in particular the UN Charter, the Universal Declaration of Human Rights, and the principles of humanitarian law enshrined in the Geneva Conventions;
7. **Reject** all forms of terrorism;

B. The Congress urges states to:

8. **Promote** effective and coherent implementation of United Nations resolutions;
9. Support fully the United Nations and the International Court of Justice in their efforts to resolve conflicts peacefully and to settle disputes in accordance with law;
10. **Provide** sufficient financial and logistic means for the United Nations, including the High Commission for Refugees and UNICEF, to carry out the mandates contained within the UN Charter;
11. **Recognise** that inequality and social injustice are among the bases for conflict, and therefore to implement the Declaration and the Plan of Action of the World Summit for Social Development, adopted in Copenhagen on 12 March 1995;
12. **Recognise**, as stated in commitment 6 of the Copenhagen Declaration, the key role of education in promoting sustainable development, health, social justice, respect for human rights and democracy;

C. The Congress:

13. **Recognises** the importance of the work of UN specialised agencies, particularly UNESCO, ILO, and WHO;
14. **Calls** specifically on the governments of the United States, the United Kingdom and Singapore to restore the membership of those states in UNESCO;
15. **Declares** emphatic opposition to any attempts to weaken the International Labour Organisation or to undermine the implementation of international labour standards;

D. Role of Education International and its member organisations

EI and its member organisations should:

16. **Participate** actively in debate on the future of cooperation between states and peoples through the international institutions of the UN system;

17. **Cooperate** with the UN and other relevant organisations in the promotion of UN Day, 24 October, which should be more than a celebration on the school or classroom calendar, but should be an occasion for reflection on the future of global community;
18. **Note**, in relation to the 50th anniversary of the UN, the publication of "*Our Global Neighbourhood*", the report of the Commission on Global Governance;
19. **Promote** more coherent and effective involvement of representative non-governmental and peoples' organisations (NGOs) in the work of the United Nations and its specialised agencies, including particularly the economic agencies (World Bank, International Monetary Fund, World Trade Organisation);
20. **Respond positively** to proposals of the UN Secretary General for participation by education unions, together with other NGOs, in UN election monitoring teams, and in other UN sponsored activities aimed at the re-building of national societies emerging from serious international or civil conflicts.

RACISM, RELIGIOUS INTOLERANCE (1995)

The Education International First World Congress meeting in Harare, Zimbabwe, from 19 to 23 July 1995:

1. **Notes** the increase in racial, ethnic and religious intolerance in many regions of the world;
2. **Expresses** concern at the rapidly growing number of refugees, displaced persons and asylum seekers as a result of such intolerance;
3. **Declares** its horror at the brutal discrimination and murderous attacks on national minorities, the genocidal intent of ethnic cleansing and ethnic wars;
4. **Condemns** indiscriminate violence based on racial, ethnic and religious intolerance;
5. **Registers** concern at the electoral successes of extreme parties with racist and anti-semitic tendencies;
6. **Deplores** the rise of fundamentalist religious groups which are intolerant of all other groups who do not share their beliefs;
7. **Deplores** equally the failure of UN member states to provide the UN with the ability to intervene effectively as peace keepers to protect the victims of wide spread attacks;
8. **Condemns** countries which adopt policy based on intolerance and deny the right of asylum to those persecuted as a result of racial, religious or ethnic intolerance.

A. The Congress:

9. **Congratulates** the people of South Africa for their success in ending apartheid;
10. **Recognises** the special responsibility of the teaching profession and all workers in education to practice and teach respect and tolerance for cultural, ethnic and religious differences to the children and young people with whom we work.
11. **Stresses** that the fight against all forms of discrimination and intolerance is an integral part of the development of citizenship, a fundamental role of education;

B. The Congress calls on member organisations to:

12. **Increase** their efforts to combat all forms of racism, anti-semitism, religious intolerance, chauvinistic nationalism and xenophobia and to ensure that this struggle is an integral part of the education provided to all students;
13. **Demand** that governments and other authorities provide the resources required for this work;
14. **Promote** the creation of conditions within the school for the successful integration of children from ethnic minorities and for the children of migrant workers;
15. **Provide** special language programs for children of ethnic minorities to ensure that they are not discriminated against because of language;
16. **Promote** the right of children of ethnic minorities to learn and use their mother tongue.

C. The Congress of Education International further recommends that member organisations of EI cooperate with other non-governmental organisations, civil organisations and political organisations to:

17. **Promote** and support housing policies that are intended to end ghettoisation of ethnic minorities and migrant workers with their free and unimposed agreement;
18. **Support** the struggle for full civil, political and social rights for migrant workers and ethnic minorities;
19. **Campaign** for ratification and implementation of international declarations, conventions and recommendations and in particular
    - The United Nations Declaration on Human Rights;
    - The International Covenant on the Elimination of All Forms of Racial Discrimination;
    - ILO Convention 143 and Recommendation 151 on Migrant Workers and their Families;
    - ILO Convention 111 on Discrimination in Respect of Employment and Occupation;
    - ILO Convention 107 on Indigenous and Tribal Populations in Independent countries;

- The Helsinki Declaration;
- The Convention on the Rights of the Child;

20. **Defend** the legal right to political asylum within their country;
21. **Condemn** acts of racism, anti-semitism, religious intolerance and xenophobia within their country and internationally;
22. Demand that governments ensure that the rights of those seeking asylum as a result of racism, anti-semitism, religious intolerance or ethnic violence are maintained.

THE RIGHTS OF INDIGENOUS PEOPLES (1998, 1995)

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

1. **Recalls** the terms of the Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights, the International Covenant on Civil and Political Rights, the ILO Convention (No.169), and the many international instruments on the prevention of discrimination;
2. **Notes** that 1995 was the beginning of the decade of Indigenous Peoples;
3. **Recognises**
   - that the social, cultural and economic conditions of Indigenous Peoples distinguish them from other sections of the national community, and that their status is regulated wholly or partially by their own customs or traditions or by special laws, regulations or treaties;
   - that those who are regarded as Indigenous on account of their descent from the populations which inhabited the country or a geographical region to which the country belongs, at the time of conquest or colonisation or the establishment of present state boundaries and who, irrespective of their legal status, retain some or all of their own social, economic cultural and political institutions;
4. **Considers** the diversity of cultures, religions, social and economic organisations of the 250 million Indigenous Peoples, living in over 70 countries world-wide, and representing 4% of the world's population;
5. **Recognises** the inherent dignity and the unique contribution of Indigenous Peoples to the development and plurality of society;
6. **Acknowledges** that the distinct cultures and languages of Indigenous Peoples enrich the cultural heritage of humankind and deserve protection as vehicles of culture and identity;
7. **Recalls** that the constitution of Education International commits EI "to combat all forms of racism and of bias or discrimination in education and society due to gender, marital status, sexual orientation, age, religion, political opinion, social or economic status or national or ethnic origin";
8. **Recalls** further that the World Conference on Human Rights re-affirmed the commitment of the international community to promote the economic, social and cultural well-being of Indigenous Peoples;
9. **Recognises** the role that teachers, education support personnel and their organisations in the education system have in ensuring the promotion and preservation of cultural identity of Indigenous Peoples.

The Congress determines that Education International:

10. Shall **promote** the rights of Indigenous Peoples provided for in international human rights instruments;
11. Shall **promote** the collective rights of Indigenous Peoples to self-determination and recognition of their cultural identity, including the right to learn and to use their own language;
12. Shall **promote** the rights of Indigenous Peoples through participation in the United Nations Working Group on Indigenous Populations and other United Nations fora, and shall include Indigenous representatives from EI in delegations to such fora where Indigenous issues are the focus of the work;
13. Shall **support** the proposal for a Permanent Forum of Indigenous Peoples in the UN;
14. Shall **circulate** the draft declaration on Indigenous Peoples to EI member organisations and request that they lobby their government to support the adoption of the declaration at the United Nations;
15. Shall **urge** UNESCO to promote, within the curricula of the education systems of member states, the use of materials that reflect the history, cultures and contemporary lifestyles of Indigenous Peoples and that recognise their knowledge, skills, values and beliefs;
16. Shall **encourage** member organisations to promote education for Indigenous Peoples, that is developed with their full participation, to meet the aspirations and needs of Indigenous Peoples;

17. Shall **encourage** member organisations, where appropriate, to establish Indigenous Education Committees, to ensure representation of Indigenous teachers and educational workers in their union structures and to include Indigenous members within their delegations;
18. The Congress **determines** that EI and member organisations shall establish a work programme in each region to:
    - prepare a triennial report to the EI Congress on the Status of Indigenous Education;
    - ensure that a gender analysis is an integral part of all research and analysis done by EI;
    - prepare information for EI affiliates about the importance of Indigenous Peoples having Indigenous education provided in their communities, with a curriculum based on Indigenous knowledge and values and taught in the Indigenous language of the area;
    - prepare an analysis of the resources required to provide quality education for Indigenous Peoples, including curriculum materials, teacher training, support services and finances;
    - ensure that the history of Indigenous Peoples, from the perspective of Indigenous Peoples, is dealt with fully in national school curricula;
    - arrange for consultation among Indigenous members on the Coolangatta Statement, a draft statement about Indigenous education by Indigenous Peoples;
    - organise regional fora of Indigenous educators in EI regions and an international forum immediately prior to the EI Congress.

The Education International First World Congress meeting in Harare, Zimbabwe, from 19 to 23 July 1995:

1. **Recalls** the terms of the Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights, the International Covenant on Civil and Political Rights and the ILO Convention (No.169) and the many international instruments on the prevention of discrimination;
2. **Notes** that 1995 is the beginning of the decade of Indigenous Peoples;
3. **Recognises**
    a) that the social, cultural and economic conditions of Indigenous Peoples distinguish them from other sections of the national community, and that their status is regulated wholly or partially by their own customs or traditions or by special laws or regulations;
    b) that those who are regarded as Indigenous on account of their descent from the populations which inhabited the country or a geographical region to which the country belong, at the time of conquest or colonisation or the establishment of present state boundaries and who, irrespective of their legal status retain some or all of their own social, economic cultural and political institutions;
4. **Considers** the diversity of cultures, religions, social and economic organisations of the 250 million Indigenous Peoples, living in over 70 countries worldwide and representing 4% of the world's population;
5. **Recognizes** the inherent dignity and the unique contribution of Indigenous Peoples to the development and plurality of society;
6. **Acknowledges** that the distinct cultures and languages of indigenous peoples enrich the cultural heritage of humankind and deserve protection as vehicles of culture and identity;
7. **Recalls** that the constitution of Education International commits EI "to combat all forms of racism and of bias or discrimination in education and society due to gender, marital status, sexual orientation, age, religion, political opinion, social or economic status or national or ethnic origin";
8. **Recalls** further that the World Conference on Human Rights re-affirmed the commitment of the international community to promote the economic, social and cultural well-being of indigenous peoples;
9. **Recognizes** the role that teacher unions and the education system have in ensuring the promotion and preservation of cultural identity for indigenous peoples.

The Congress determines that Education International:

10. Shall **promote** the rights of Indigenous Peoples through participation in the United Nations working group on Indigenous Peoples and where possible shall include indigenous peoples in EI delegations to this working group;
11. Shall **support** the proposal of a permanent Forum of Indigenous peoples in the UN;
12. Will **promote** the collective rights of indigenous peoples to self-determination and recognition of their cultural identity , including the right to learn and to use their own language;
13. Will **encourage** member organisations to promote education for Indigenous Peoples that is developed with their full participation to meet the aspirations and needs of Indigenous Peoples;
14. Shall **urge** UNESCO to promote, within the curricula of the education systems of member states, the use of materials that reflect the history, cultures and contemporary lifestyles of indigenous peoples and that recognise their knowledge, skills values and beliefs;
15. Shall **encourage** member organisations, where appropriate, to establish Indigenous Education Committees, to ensure representation of indigenous teachers and educational workers in their union structures and to include indigenous members within their delegations;
16. Shall **promote** the rights of Indigenous Peoples provided for in international human rights instruments.

INDIGENOUS EDUCATION (1995)

The Education International First World Congress meeting in Harare, Zimbabwe, from 19 to 23 July 1995:

Recommends that:

1. A report on the state of indigenous education internationally be presented to the 1998 EI World Congress, highlighting key common issues and proposals for progress;
2. Education International hold three regional forums for indigenous education before the next EI World Congress;
3. Education International adopt as policy that indigenous peoples will represent EI in forums dealing with indigenous peoples' issues;
4. That all EI committees include in their work programmes a strategy for making progress on indigenous peoples' issues;
5. Education International establish a forum for indigenous peoples.

PROTECTION OF THE RIGHTS OF LESBIAN AND GAY EDUCATION PERSONNEL (1998)

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

1. **Recalls** that Article 2(h) of the Constitution of Education International states as one of its aims: "to combat all forms of racism and bias or discrimination in education and society due to gender, marital status, sexual orientation, age, religion, political opinion, social or economic status or national or ethnic origin";
2. **Notes** that the Vienna Declaration and Programme of Action following the UN Conference on Human Rights declares that: human rights and fundamental freedoms are the birthright of all human beings; their protection and promotion is the first responsibility of Governments;
3. **Acknowledges** the Vienna Declaration which further states: *All human rights are universal, indivisible and interdependent and interrelated. The international community must treat human rights globally in a fair and equal manner, on the same footing and with the same emphasis. While the significance of national and regional particularities and various historical, cultural and religious backgrounds must be borne in mind, it is the duty of States, regardless of their political, economic and cultural systems, to promote and protect all human rights and fundamental freedoms*;
4. **Observes** and denounces the fact that lesbian and gay teachers face discrimination and harassment, including violence and abuse, as a result of their sexual orientation;

The Congress recommends that EI and its member organisations

5. **defend** the human rights of all teachers and students;
6. clearly **state** that discrimination on the basis of sexual orientation is a violation of human rights;
7. **urge** governments at the intergovernmental level to include in conventions, declarations and statements dealing with human rights, that discrimination on the basis of sexual orientation is a violation of human rights;
8. **promote** education against prejudice, discrimination and harassment, including on the grounds of sexual orientation, as an essential part of every teacher's role;
9. **lobby** their governments to introduce anti-discrimination legislation and equal treatment policies that address the rights of teachers and pupils on the grounds of sexual orientation;
10. **have** anti-discrimination and equal opportunities policies on the grounds of sexual orientation in their internal procedures and organisation;
11. **support** the right of teachers not to hide their sexual orientation in the workplace;
12. **document** cases of discrimination and harassment on the basis of sexual orientation in the education sector. Such cases will include denial of promotion, dismissal, unwarranted transfer, unequal treatment in labour conditions and harassment or violence against lesbian and gay teachers or education workers.

AFGHANISTAN (2001)

The Third World Congress of Education International, meeting in Jomtien, Thailand, from 25 to 29 July, 2001:

1. Whereas, in 1996, after nearly 20 years of invasion, internal strife and civil war, the political and military force known as the Taliban took control of the government of Afghanistan. At the time, many Afghanis welcomed the Taliban in the hope that the new government would bring stability, security and economic relief to Afghanistan. However, in the intervening years the Taliban has failed to meet these aspirations and has established an authoritarian state that has deprived Afghans of their basic human rights;
2. Whereas, the 56th session of the year 2000 United Nations Commission on Human Rights "condemned the widespread violations and abuses of human rights and humanitarian law and the continuing grave violations of the human rights of women and girls, including all forms of discrimination against them;"
3. Whereas, human rights organizations report that the Taliban has deliberately and systematically killed thousands of people. Additionally, under Taliban edicts women in Afghanistan have been made virtual prisoners in their own homes; and girls have been prohibited from attending school;
4. Whereas, on May 22, 2001 the Taliban ordered Hindu men in Afghanistan to wear yellow cloth badges pinned to their shirt pockets, and Hindu and Sikh women to veil themselves in public as Muslin women are required to do;
5. **Resolved**, that the Education International most stongly **condemns** the continuing violations of human and political rights carried out by the Taliban movement in Afghanistan. We especially **note** the actions by the Taliban that have virtually eliminated any rights, including the right to education, for women and girls in Afghanistan;
6. **Resolved**, that the Education International strongly **condemns** the action by the Taliban to require Hindu men to wear yellow badges. This is an extreme example of racism and human rights violation reminiscent of Nazi Germany. Historically, such actions have been part of systematic actions to expel or eliminate entire categories of national minorities;
7. **Resolved**, that the Education International **calls on** the United Nations and other appropriate governmental and non-governmental institutions and organizations to expose all continuing violations of human rights on the part of the Taliban and to take all possible actions to end these extreme violations of human rights by the Taliban against the people of Afghanistan.

ALGERIA (2001, 1998)

The Third World Congress of Education International, meeting in Jomtien, Thailand, from 25 to 29 July, 2001:

1. **Alarmed** by the serious political and social situation in Algeria where the denial of civic liberties and democratic rights has been accompanied in the last few weeks by organised violence against young people and teachers, resulting in the deaths of more than 100 people. So far the government has ignored the social, political and cultural demands claims voiced in mass demonstrations;
2. **Noting** that this dramatic situation is fuelled by the incapacity of the government of using the country's wealth in the development, education and training of young people;
3. **Urges** the Algerian authorities to:
   a) Put an end to repression, which can only aggravate the crisis;
   b) Make every effort to bring about a democratic solution based on free debate, the rule of law, respect for cultural diversity, and the right to education and health care;
   c) Enable the free exercise of basic civic liberties (freedom of association and expression and freedom to organise demonstrations);
   d) Facilitate, without any restrictions, the activities of national and international human rights and trade union organisations;
4. **Urges** the international community to help Algeria overcome this serious crisis;
5. **Wishes** to express its solidarity with, and support for its member union in Algeria, the SATEF, which should be allowed to freely express its views, act and negotiate with the authorities everywhere in the country.

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

1. **Expresses** alarm at the conflict and widespread violence that prevails in Algeria and at the recent attack on the offices of SATEF;
   In recent years, this situation has claimed tens of thousands of victims, particularly among civilians, including women and children. Teachers and students, both male and female, have not been spared, schools having been targets of violence.
2. Is especially **concerned** about the deterioration of teachers' living conditions and of the quality of public schooling in these circumstances, and deplores the constraints placed on trade-union rights, in particular the right to strike;
3. **Notes** that the status of human rights in Algeria is constantly declining;
4. **Condemns** all barbaric acts and recommends that a peaceful, democratic and comprehensive solution to the crisis be sought;
5. **Believes** that the support of the international community is necessary to help Algeria resolve this serious crisis;
6. **Calls** upon the Algerian government:
   - to take appropriate measures to effectively protect the people;
   - to allow national and international human rights organisations to carry out their activities unimpeded;
   - to ensure the respect of union freedoms;
   - to give priority status to the education sector;
7. **Expresses** its solidarity to its Algerian member union, SATEF.

BURMA (2001)

The Third World Congress of Education International, meeting in Jomtien, Thailand, from 25 to 29 July, 2001:

1. **Notes** with concern the systematic and increasingly severe violations of civil, political, economic, social and cultural rights in Burma;
2. **Condemns** the military government for not convening the National Convention since 1996 in order to implement its commitment to the international community to take the steps necessary to recognise the democratically elected government headed by Aung San Suu Kyi;
3. **Notes** the increased repression of any form of public political activity along with the systematic surveillance of those exercising their rights to freedom of thought, expression, assembly and association as well as the harassment of their families;
4. **Deplores** the fact that multinational companies support dictatorship in Burma through their activities in the country;
5. **Deplores** the continued extra-judicial, summary and arbitrary executions, torture and abuse of women and children by government agents;
6. Further **deplores** the imposition of oppressive measures directed at ethnic and religious minorities;
7. **Condemns** the violations of human rights including systematic programmes of forced relocation directed against ethnic minorities as well as the use of forced labour, trafficking, sexual violence and exploitation, committed by military personnel and especially directed at women who are returning refugees, the internally displaced, members of ethnic minorities or members of the political opposition;
8. Equally **condemns** the severe restrictions on all forms of domestic media and international publications;
9. Deeply **concerned** at violations of the rights of children and youth including lack of access to schools and the closure for over three years of most higher education institutions;

The Third World Congress of Education International

10. **Calls on** the United Nations to insist that the military government of Burma implement the recommendations of the UN Special Rapporteur on Burma, as well as encouraging UN Member States to implement the resolution on Burma adopted by the 2001 ILO General Conference;
11. **Requests** the Economic and Social Council of the United Nations to hold a special session to outline the steps to be taken to get the military government of Burma to conform to UN resolutions;
12. **Urges** EI member organisations to lobby their government and the WTO to insist that WTO procedures cannot be used to stop countries wishing to impose sanctions on Burma because of its human rights violations;
13. **Urges** EI member organisations to ask their governments to support activities that will assist Burmese refugees and in particular to provide opportunities for education for Burmese students;
14. **Encourages** EI member organisations to include programmes to assist the refugees on the Thai/Burmese border in the provision of education programmes;
15. **Calls on** EI member organisations to undertake a programme at the national level to raise awareness of the plight of Burmese citizens and to support initiatives, including unrestricted communication and access to Aung San Suu Kyi and other leaders of the National League for Democracy, to ensure respect for the ILO Convention on Forced Labour, UN Convention on the Rights of the Child and other human rights instruments.

COLOMBIA (2001)

The Third World Congress of Education International, meeting in Jomtien, Thailand, from 25 to 29 July, 2001:

1. **Recalls** that, as set out in Article 2(b) of the Constitution of Education International, one of the organisation's objectives is to promote peace, democracy, social justice and equality among all peoples and nations, and to promote the implementation of the Universal Declaration of Human Rights through the development of education and the collective strength of teachers and education workers;
2. **Notes** the Vienna Declaration and the Action Programme adopted following the UN Conference on Human Rights, which state that human rights and fundamental civil liberties are inherent in all human beings and that protecting and promoting these rights and freedoms is the first responsibility of governments;
3. **Highlights** and denounces the fact that since 1987 Colombian educators have been subjected to all manner of political persecution and attacks against their trade unions, and have been the victims of numerous "disappearances" and murders; more specifically, that to date 433 teachers have been murdered or have disappeared and more than 1,000 have had to leave their homes under threat of death, and that in the first few months of 2001 seven of our colleagues have already fallen victim to the wave of violence unleashed against teachers in Colombia;
4. **Denounces** and rejects the repressive policies – aimed at quashing social protest – which the Colombian government under the leadership of the President of the Republic, Andrés Pastrana Arango, has been implementing against Colombian workers in general and teachers in particular;

In view of the above, the Congress **recommends** that Education International and its member organisations:

5. **Uphold** the human rights of all teachers;
6. **Convey** to Colombia's leaders their condemnation of the wave of persecution and assassinations;
7. **Urge** the Colombian government to condemn and reject the persecution and murder of Colombian educators and to take effective measures to guarantee the free exercise of the teaching profession and of trade union activity.

KOSOVO (1998)

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

1. **Expresses** grave concern about the ethnic cleansing and repression in Kosovo and strongly condemns the excessive and indiscriminate use of force by the Serbian special forces, army units and paramilitary groups during the recent events, which caused many civilian casualties. Since February 28, 1998 about 700 people have been killed (including more than 100 pupils, students and teachers), more than 400 are missing and 200,000 have been forcefully displaced.
2. **Calls** on all parties to immediately end armed operations and all other operations harmful to the Albanian population in Kosovo, as was demanded by the International Contact Group.
3. **Stresses** that the systematic violation of human rights in Kosovo, and threats to the stability and peace in the region are a legitimate concern of the international community, and it cannot be declared an internal matter of the Federal Republic of Yugoslavia or of Serbia.
4. **Reiterates** its demand for the instant and full restoration of education rights and full implementation of the agreement on education of September 1996.
5. **Urges** the Yugoslavian authorities, the OSCE and the UNHCR to create security and material conditions for the return of refugees and displaced persons, of which a majority are pupils and students.
6. **Urges** the International Court in the Hague to investigate and to bring to trial those responsible for war crimes and crimes against humanity in Kosovo.
7. **Insists** on unconditional, international, monitored negotiations with representatives of Albanians of Kosovo and the Yugoslav authorities.
8. **Appeals** to the United Nations Security Council to do its utmost to stop the war in Kosovo and create conditions for a peaceful solution and resolve the Kosovo crisis by dialogue.

INDONESIA AND EAST TIMOR (1998)

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

1. **Welcomes** the recent changes in Indonesia as a step towards the full restoration of stability and democracy in Indonesia.
2. **Welcomes** the release of the trade union leader, Muchtar Pakpahan and other political prisoners, and moves to provide freedom of association.
3. **Calls** on the Indonesian Government to release all Indonesians and East Timorese who have been imprisoned solely for the peaceful expression of their beliefs.
4. **Urges** the Indonesian Government to implement reform needed to create political and economic stability in Indonesia, based on the full participation of the Indonesian people and respect for human rights.
5. **Urges** the Indonesian Government to support the call of the East Timorese people for independence.
6. **Supports** the Indonesian student movement's call for an independent referendum of the East Timorese people on independence.
7. **Calls** upon EI to send a mission to Indonesia and East Timor to monitor the situation and to assess the human and trade unions rights of teachers in the context of an emerging democracy.

MACEDONIA (2001)

The Third World Congress of Education International, meeting in Jomtien, Thailand, from 25 to 29 July, 2001:

1. **Cannot condone** demands for political rights through the use of force and terror. Therefore, the Congress strongly **supports** the legal authorities of FYR Macedonia in their attempt at settling all open issues through dialogue. In this respect, the Congress also **urges** international institutions, such as the UN, the Council of Europe, the EU and NATO, to continue giving the necessary support to the democratically elected leadership of FYR Macedonia so that it can find a quick solution to the current crisis;
2. **Bearing in mind** that these unwanted events have an extremely negative influence on the development of FYR Macedonia, particularly on the development of and reforms in the education sector and the living conditions of workers and all citizens, **pledges** that the Education International will undertake all necessary measures and activities, including calling upon international financial organisations and EI affiliates worldwide to extend material and financial assistance and other forms of benefits to their colleagues in FYR Macedonia so that they can overcome the current crisis more quickly and easily;
3. **Calls on** the Macedonian government to recognise and accept the rights of indigenous Albanian Macedonians to learn in their mother tongue in schools and to participate in public administration in Macedonia;
4. **Encourages** the EI affiliate in the country to continue its activities before the competent state bodies for re-establishing normal conditions for continuation of education in all the schools located in the affected regions.

TRADE UNION RIGHTS

GLOBALISATION AND THE RIGHTS AND EMPLOYMENT CONDITIONS OF TEACHERS AND EDUCATION PERSONNEL (2001)

The Third World Congress of Education International, meeting in Jomtien, Thailand, from 25 to 29 July, 2001:

1. **Recognising** the reality of globalisation brings both challenges and opportunities but that in terms of impact current patterns of globalisation, driven by powerful economic forces, governments and international institutions, threaten the working conditions of education personnel by introducing a neo-liberal model to dismantle the welfare state and move to a competitive state by privatising education;
2. **Concerned** at attempts to change education from a human right provided through public service for the collective good to a commodity to be acquired for private advantage;
3. **Recognising** that pressure is required at the national and international levels to oppose the inclusion of education in the General Agreement of Trade in Services (GATS) and to ensure that the policies of the World Trade Organisation(WTO) , the World Bank and the International Monetary Fund (IMF) acknowledge public education as a human right;
4. **Noting** that the 2001 report of the Committee of Experts on the application of the ILO/UNESCO Recommendation on the Status of Teachers (CEART) states *There has been a tremendous expansion of education against a background of pauperisation of teaching and learning conditions creating an environment unattractive to potential recruits and to teachers currently in service.*
5. **Acknowledging** that demands for predictability, accountability, flexibility, and efficiency have led to new forms of management in education and have resulted in a deterioration of working conditions and relationships in education;
6. **Recognising** the increasing importance of international unionism to organise and campaign effectively for patterns of globalisation that is human rights based, people-oriented and based on mutual help and solidarity;
7. **Concerned** at the levels of stress and burnout in education workers;
8. **Congress** recommends that EI and its member organisations shall;
    a) **Extend** union membership to include all education personnel if appropriate;
    b) **Organise** education personnel on part-time and temporary contracts as well as those working in the non-formal education system if appropriate;
    c) **Demand** the trade union rights guaranteed in international human rights instruments for all education personnel;
    d) **Promote** and pilot new patterns of organisation in education to provide more job satisfaction through empowerment of education personnel;
    e) **Negotiate** for the support services necessary to provide quality education;
    f) **Shape** the use of new technology as a tool to help with the learning process to educate people;
    g) **Negotiate** the right to and the terms for participation in decision making at all levels of education;
    h) **Explore** collegial approaches to team work that give team members different responsibilities;
    i) **Negotiate** terms of employment that reward those who choose to continue working directly with students instead of opting for management positions;
    j) **Challenge** the time-consuming bureaucratic tasks that are required of educators;
    k) **Negotiate** time for preparation, planning and team consultation for staff;
    l) **Negotiate** salaries, entitlements and conditions of work commensurate with those with similar qualifications and responsibilities in other sectors and that are sufficient to fully accomplish their professional responsibilities;
    m) **Ensure** quality training programmes, both initial and in-service, are available to all education personnel at times that make it possible for all education personnel to take advantage of the programmes.

n) **Lower** the number of students per class to improve the success of students;
o) **Improve** the working environment of education personnel through provision of functional institutions with modern equipment and improved, relevant pedagogical materials;
p) **Make** teaching a more attractive profession by reversing the trend to lower the status and recognise the increasing difficulty of the work:
q) **Support** teacher exchange among countries but avoid the brain drain of qualified teachers by wealthier countries;
r) **Promote** equality of rights between men and women, particularly concerning salary, working conditions and entitlements;
s) **Oppose** the fragmentation and disintegration of formal collective bargaining and the resulting variation in conditions of service;
t) **Demand** the establishment of appropriate collective bargaining and dispute resolution mechanisms for all education employees.

TRADE UNION RIGHTS (1995)

The Education International First World Congress meeting in Harare, Zimbabwe, from 19 to 23 July 1995:

1. **Recalls** that trade union rights are human rights as stated in the Universal Declaration of Human Rights; their respect is a fundamental condition for democracy;
2. **Recalls** further that ILO Conventions uphold the rights of workers and promote collective bargaining, particularly Conventions 87 concerning Freedom of Association and the Protection of the Right to Organise, Convention 98 concerning the Right to Organise and to Bargain Collectively, Convention 151 on the Conditions of Employment in the Public Service and Convention 154 on the Promotion of Collective Bargaining;
3. **Notes** that the UNESCO-ILO Recommendation Concerning the Status of Teachers clearly delineates the trade union and professional rights of teachers;
4. **Considers** that human rights are universal, inalienable, indivisible and inter-related and must be applied to all without discrimination of race, colour, gender, religion, political opinion or national or social origin;
5. **Notes** that trade unions are committed to the defense of human rights, democratic trade union freedoms and social justice;
6. **Affirms** that the full exercise of all trade union rights is a fundamental right of all workers and a prerequisite for improving the professional status and the welfare of teachers and educational employees;
7. **Deplores** the growing number of infringements on trade union rights, and the failure to provide equal trade union rights for teachers and other public employees.

The Congress determines EI policy on trade union rights as follows:

8. All workers, women as well as men, shall have the right to establish or join a trade union without previous authorisation;
9. Unions shall draw up a constitution and by-laws and elect their representatives in full freedom;
10. Unions shall acquire legal status, have their independence respected, while preserving the right of union members to ensure that their union is functioning democratically;
11. Unions shall have the right to organise their activities and administer their funds in accordance with their rules and without interference;
12. Unions shall formulate their own policies and programmes in all areas that are of concern to their members;
13. Unions shall have the right to collect dues, according to their rules, including by check-off;
14. Unions may establish or join federations or confederations or international organisations in accordance with the constitution and by-laws of the organisations concerned;
15. Elected or appointed representatives of unions must be protected by law against unfair dismissal, arbitrary detention or other negative actions by governments or employers as a result of authorised trade union activity;
16. Union representatives shall be provided with time off work to perform union duties without loss of earnings, benefits or acquired rights; the parameters for such union leave shall be the result of negotiations between the union and the employer;
17. Union representatives shall be provided with access to the workplace to undertake their trade union duties;
18. Unions shall have the right to distribute pamphlets, information, publications and other documents relating to the union in the workplace;
19. Unions shall have the right to call meetings, under terms negotiated with the employer, during working hours in the workplace;
20. Unions shall have the right to bargain collectively on behalf of their members, whether they are employed full-time or part-time. Unions shall have the right to involve in their collective bargaining the interests of those who are unemployed or are unfit for work or retired;
21. Unions shall have the right to establish, through negotiation, grievance and arbitration procedures, which allow the union to represent an individual or group of workers;

22. Unions must have the right to information considered necessary for the purpose of collective bargaining;
23. Unions shall have the right to undertake industrial action, including strike action;
24. Unions shall have the right to participate in decision making on issues which would affect the working lives or well-being of their members, through procedures established by collective bargaining;
25. The Congress states that the above-mentioned trade union rights also go unreservedly for employees in education and their trade unions, no matter what their status is or whether they are working in public or private education.

TURKEY: THE FOUNDATION OF EGITIM-SEN (1995)

The Education International First World Congress meeting in Harare, Zimbabwe, from 19 to 23 July 1995:

The delegates of Education International's First Ordinary World Congress are sending their greetings of solidarity to the delegates of the Founding Congress of the Turkish teachers' union, Egitim-Sen, which has resulted from the merger of the trade unions Egitim-Is and Egit-Sen.

The EI World Congress delegates welcome the foundation of Egitim-Sen because it means that, in Turkey, there is now a unified trade union of teachers, which is committed to upholding democracy, to respecting the rights of men and women, to speaking up for tolerance and to solving conflicts peacefully.

The EI World Congress delegates criticise in strong terms the fact that human rights are still violated in Turkey and that teachers are still disputed the right to organise in independent free trade unions. The delegates express their indignation at the fact that even the few bill of democratisation presented by the Government in July 1995 have not been passed by the Turkish National Assembly.

The Congress strongly demands that the Turkish Parliament and Government give full trade union rights to public servants, including teachers.

TRADE UNION RIGHTS IN KOREA (2001, 1998)

The Third World Congress of Education International, meeting in Jomtien, Thailand, from 25 to 29 July, 2001:

1. **Noting** that in Korea, only private school owners can decide on budget matters and the settlement of accounts, although teachers' salaries and expenses related to the management of schools are paid for by the national treasury. As a result, the work of some schools has been disrupted. The Ministry of Education does not pay attention to any of these matters;
2. Further **noting** that KTU organized a mass rally and its leaders went on a hunger strike in the month of June, during which two KTU leaders were detained;
3. **Demands** the release of those two detained teachers who were arrested during the demonstration against the corrupted private schools and also urges the Korean government to revise the private school laws.

Trade unions representing teachers and other educational workers have equal basic trade union rights with other workers. However, some governments, on the pretext of economic efficiency, do not respect international labour standards concerning workers' freedom of association and their right to organise, to bargain collectively and to strike, and are suppressing the campaigns of educational workers who are seeking these rights. Among others, the government of Korea is **urged to observe** the commitment, which it made upon approval of its affiliation to the OECD, to bring domestic labour laws and regulations in line with international standards.
To ensure that all teachers' unions are accorded basic labour rights and to establish their status as equal partners in the administration of education systems,

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

resolves that the government of Korea should:

1. **promote** the ratification of ILO Conventions No.87, 98, and 151, which specify public workers' rights to bargain collectively. Urges the complete observance of the right of teachers' unions to bargain collectively during the period that the social agreement, drawn up by the tripartite body, which recognises part of the basic rights of educational workers is being evaluated;
2. **respect** the recommendations made by the ILO's Governing body and the OECD, and the commitment made upon affiliation to the OECD concerning the revision of domestic labour laws and regulations, and implement the revision of relevant laws for the legalisation of the KTU in July 1999;
3. **reinstate** promptly and unconditionally, in accordance with the ILO recommendation, the KTU members who have been dismissed for their participation in union activities;
4. **enable** the educational workers' unions to fully enjoy the rights recognised in international conventions and to strengthen union activities focusing on the most important issues for teachers and students, such as educational reform and improvement of educational services.

THE NON-PAYMENT OF WAGES TO EDUCATION WORKERS IN RUSSIA (1998)

Preamble

For several years now, a practice of violating workers' rights to just and prompt remuneration, unprecedented in modern history, has been in existence in the Russian Federation. Public employees, and education personnel who constitute the largest part of the sector, are the first to suffer.

A practice of non-payment of wages which becomes permanent is not only a blatant violation of the national legislation but also of international norms and, in particular, of the ILO Convention on the Protection of Wages (95), ratified by the Russian Federation. An ILO Committee, specially established to examine this matter, has made a strong statement to this effect.

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

- **Deplores** most decisively the possibility of the existence of such practices in general;
- **Expresses pride** in its colleagues in Russia, who, under these extreme conditions, continue to carry out their professional obligations at a high standard to educate future generations in the country;
- **Completely supports** the just demands of the Education and Science Employees' Union of Russia and its firm stance to defend the interests of union members and national education in general;
- **Believes** that the Russian union, with the support of Education International, its affiliated organisations and the International Labour Organisation, will be able to change the situation so that basic human rights are implemented.

RIGHTS OF THE CHILD

CHILD LABOUR (1998, 1995)

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

1. **Recalls**
   - the **UN Declaration on Human Rights** which states that everyone should have the right to free, compulsory education for at least the elementary and fundamental stages;
   - the **Convention on the Rights of the Child** (for the purposes of the Convention, a child means every human being below the age of 18 years unless, under the law applicable to the child, majority is attained earlier) which establishes the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development;
   - **ILO Convention 138 and Recommendation 146** on **the Minimum Age for Admission to Employment** which states that the minimum age of employment should be no less than the age for completing compulsory schooling and in no event less than the age of 15;
2. **Endorses** the remarks of the Director General of the ILO:
   "Childhood is a period of life which should be devoted not to work, but to education and training; child labour by its very nature and the working conditions in which it is carried out, often compromises children's potential to become productive and useful adults in society; finally, the use of child labour is not inevitable, and progress towards its elimination is possible wherever there is political will to oppose it with determination";
3. **Observes** that despite the growing awareness of this scandalous form of exploitation of the most vulnerable within our society, child labour continues to exist in many forms, including bonded labour; it is more and more common in developing countries and this is as a consequence of their economic situation. Today it even touches the most marginalised groups in industrialised countries;
4. **Condemns** governments that fail to legislate comprehensively or act decisively against child labour and employers who exploit children to increase profits;
5. **Welcomes** the increasing action being taken on child labour by the ILO, UNICEF, UNESCO, the ICFTU and ITSs associated with the ICFTU, and is committed to working in partnership with them;
6. **Salutes** the work against child labour already being done by many EI affiliates;
7. **Acknowledges** the overwhelming evidence - including from the recent country case studies undertaken by ILO-IPEC and EI - that education is one of the most significant factors in the prevention of child labour and the withdrawal of children from work;
8. **Recognises** that eliminating child labour and improving the quality of education are interlinked - the first will not happen without the second - and that teachers, educators and their organisations have a critical and particular contribution to make to the elimination of child labour as do politicians, government officials, employers and the international financial institutions.

The Congress determines that Education International shall:

9. **Establish** as a top priority, for the years 1998-2001, a comprehensive campaign against child labour which is designed to encourage the active participation of all affiliates, to produce measurable results to be reported to the Third EI World Congress and which **aims to**:
   - prevent any more children becoming child labourers;
   - withdraw those currently working and provide them with effective, quality education;
   - as a transitional measure, for a defined period, for older children, and only if it is impossible to withdraw the child from labour, offering the child access to education and the opportunity to attend regular education partly during working time.
10. Congress **underlines** that the elimination of child labour in a number of regions requires substantial strengthening of development funds. EI therefore invites all member organisations to lobby their respective governments to devote as quickly as possible at least 0.7% of their GNP to

development assistance and an appreciably higher amount of such assistance should be dedicated to the development and improvement of public primary education.

11. **Focus** the campaign on six strategic areas:
    - opposition to economic and social policies that cause child labour;
    - comprehensive legislation and effective enforcement;
    - mainstreaming child labour concerns into national education policies;
    - comprehensive government education policy and the resources to provide for good quality, universal and free early childhood services and compulsory primary and secondary schooling, and encompassing transitional and special education services, as well as vocational and higher education;
    - improved training, status and working conditions for teachers and support staff;
    - income support for families and employment opportunities for parents.

The Congress calls on member organisations to:

12. **Adopt** specific policies and a programme of action on child labour;
13. **Co-operate** with Education International and through it with the ICFTU, ILO, UNICEF and UNESCO, and with other trade unions, union centres and non-governmental organisations, at the national level to eliminate child labour nationally, regionally and internationally;
14. **Approach** and **urge** all governments to ratify the international treaties concerning child labour and ILO Convention 138 specifying the minimum age for employment;
15. **Disseminate** the facts of child labour to union members and the general public to enhance their awareness and arouse public opinion against child labour;
16. **Campaign** for adequate resources to allow for an expansion of public education, including quality early childhood services, schools, transitional and special education and vocational training to ensure access to education for all;
17. **Develop** age appropriate curriculum materials to be used in schools in both industrialised and developing countries that address the issues of child labour for students who are in danger of becoming child labourers and for those who are consumers of products made by child labour. The EI /IPEC and EI/FIET materials on child labour can be used as a basis for such curriculum materials;
18. **Promote** quality teacher training and in-service development to enable teachers to meet the diverse and special needs of children, particularly the most disadvantaged, those at highest risk of becoming child labourers and those who have been child labourers;
19. **Encourage** school systems to become child labour monitors by helping to survey the extent of non-attendance at school and its relationship to the spread of child labour; and to use that information to work with parents and local communities so that they understand the value of education and the costs of child labour, and are encouraged to participate with the local early childhood services and schools in decisions about the education of their children;
20. **Consider** extending union membership to paid educators working in the non-formal sector in recognition of the need to include transitional education as an integral part of the education system and in recognition that those working in the formal and non-formal sectors have common goals and much to learn from each other;
21. **Lobby** with other unions and non-governmental organisations for integrated programmes for poor families whose children are, or are at risk of, becoming, child labourers, including health services, meals for children attending an early childhood centre or school, adult education, vocational training and employment programmes, and family income support;
22. **Ensure** that EI member organisations build up regional networks for information exchange, discuss the issue of child labour periodically and take concerted action to eliminate it.

The Education International First World Congress meeting in Harare, Zimbabwe, from 19 to 23 July 1995:

1. **Recalls** the UN Declaration on Human Rights which states that all children *(for the purposes of the Convention, a child means every human being below the age of 18 years unless, under the law applicable to the child, majority is attained earlier)* should have the right to free compulsory education for at least the elementary level of education, the Convention on the Rights of the Child which declares that all children have the right to be protected against neglect, cruelty and exploitation and the ILO Convention No. 138 and Recommendation No. 146 concerning the Minimum Age for Admission to Employment;
2. **Endorses** the remarks of the Director General of the ILO:
   "Childhood is a period of life which should be devoted not to work, but to education and training; child labour, by its very nature and the working conditions in which it is carried out, often compromises children's potential to become productive and useful adults in society; finally, the use of child labour is not inevitable, and progress toward its elimination is possible wherever there is political will to oppose it with determination."
3. **Observes** that despite the growing awareness of this scandalous form of exploitation of the most vulnerable within our society, child labour continues to exist in many forms, including bonded labour;
4. **Notes** that this exploitation of childhood is increasing in both industrialised and developing countries;
5. **Condemns** the fact that governments in many countries turn a blind eye to the plight of abandoned children, street children, economically and sexually exploited children, child prostitution and the use of children as soldiers;
6. **Condemns** employers who exploit children to increase profits and who thereby deny children their right to education and their right to childhood;
7. **Denounces** governments which fail to enforce legislation or to enact legislation on this issue;
8. **Welcomes** the increasing action being taken on child labour by the ILO, UNICEF, UNESCO, the ICFTU and ITSs associated with the ICFTU;
9. **Supports** the boycott on the importation of goods produced by child labour and further measures to eliminate the exploitation of child labour.

The Congress determines that the Education International shall:

10. **Continue** to publish material itself and in conjunction with ICFTU and International Trade Secretariats in connection with the issue of child labour;
11. **Continue** to work with other appropriate organisations in developing appropriate strategies to develop the campaign;
12. **Work** with EI affiliates in the countries where child labour is prevalent to seek advice and assistance and particularly highlighting the fact that provision for proper primary education together with the provision of free school meals is the most important component in any programme to tackle the problem of child labour.

The Congress calls on member organisations to:

13. **Recognise** that work on child labour will require very close cooperation between EI and its member organisations;
14. **Work** with Education International and thereby with ICFTU, ILO, UNICEF and UNESCO to find ways to eliminate child labour;
15. **Promote** the right to free public education for all children at every opportunity;
16. **Adopt** policy statements on child labour and to become actively involved in the programmes being developed to end child labour;
17. **Advocate** for educational reforms which will make education more accessible and within the realm of possibility for the children of poor parents;
18. **Demand** that governments ensure that poor children will be provided with some nutrition during the school day;
19. **Work** with other unions, NGOs and intergovernmental agencies to design programmes and

prepare appropriate strategies to develop the campaign and make the transition from work to school more successful;

20. **Publicise** the issue of child labour at all levels of their organisations and in society. Such information should be directed at mobilisation efforts to educate communities and parents about the cost and dangers of child labour to the child, the family, to local communities and to society at large;

21. **Encourage** teachers to become child labour monitors by helping to survey the extent of non-attendance at school and its relationship to child labour;

22. **Support** literacy and other basic education programmes for adults, especially women, as vital supportive measures in combatting child labour;

23. **Pressure** their governments to ratify the Convention on the Rights of the Child without exemption, in all these cases where information provided by Education International indicates that the states concerned have so far failed to ratify the Convention.

CHILDREN OF REFUGEES AND ASYLUM SEEKERS (1998)

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

Acknowledging the:

- Universal Declaration of Human Rights
- Declaration of the Rights of the Child
- Convention on the Rights of the Child

Calls upon all nations to respect and implement the international conventions giving every child a right to education.

Children of refugees, asylum seekers or seekers of residence on humanitarian grounds are more vulnerable than other children. Education is a human right and a pre-requisite for participation in a modern society, but it is also a strategy for survival in crisis and a preparation for possible repatriation.

Education International's member organisations **will seek to influence** their national governments to develop education policies and legal systems that ensure these children their rights without discrimination of any kind, irrespective of the child's legal status in the country of residence, national, ethnic or social origin, or other status.

THE GIRL CHILD (1998)

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

1. **Recalls** that the Convention on the Rights of the Child declares:
The States parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his/her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or status.
(Convention on the Rights of the Child, UN, part 1, art.2.1)
2. **Recognises** that in many countries and regions, in spite of some progress reported, girls are still discriminated against and that discrimination starts even before they are born;
3. **Notes** that patriarchal notions of the girl child as less important than the boy persist and that certain traditional practices reveal a clear preference for male children;
4. **Notes** that new reproduction techniques of genetic planning and sexual selection which offer the means of avoiding the birth of a girl are increasingly used in both industrialised and developing countries;
5. **Condemns** practices that perpetuate discrimination against girls such as early marriage, early childbearing, reduced food and nutritional allocations, lack of access to physical and mental health services, violence directed specifically at women and girls, actions that weaken self-esteem, sexual exploitation and aggressive, cruel and degrading practices such as genital mutilation;
6. **Affirms** that education is a key instrument to improving the future for the girl child;
7. **Notes** the direct correlation between investment in the education of girls and the prosperity of societies;
8. **The Congress determines that EI and its member organisations shall:**
   - **promote** the implementation of the strategic objectives of the Beijing Platform of Action concerning the girl child that call for promotion of the human rights of girls, elimination of all forms of discrimination, negative cultural attitudes and practices and violence against girls;
   - **promote** and protect the rights and increase the awareness of the needs and potential of girls;
   - **eliminate** discrimination against girls in education, skills development and training;
   - **promote** the elimination of discrimination against girls in health care and nutrition;
   - **support** initiatives to eliminate economic exploitation through child labour and ensure that such initiatives consider the plight of girls;
   - **promote** educational systems that are committed to offering the girl child equal opportunities of access, and that consider the special needs of girls from marginalised groups in society.
9. **The Congress calls upon EI and its affiliates to develop action plans to:**
   - **review** their policies and practices, activities and publications, to ensure that in every thing we do girls are seen as equally valued as boys;
   - **campaign** to promote education for girls as a human right;
   - **lobby** governments to include strategic objectives on the girl child in national development plans and programmes;
   - **work** with parent groups and civil society organisations at the national and regional levels to promote education for girls, to combat child prostitution, child labour, and other negative practices ensuring that the special problems that face the girl child are taken into consideration;
   - **promote** pre-service and in-service teacher training that includes courses that deal specifically with the education of girls.

GENDER EQUALITY

POLICY DECLARATION ON WOMEN IN EDUCATION AND TEACHERS' ORGANIZATIONS (1995)

The Education International First World Congress meeting in Harare, Zimbabwe, from 19 to 23 July 1995:

Basic principle
All human beings are born free and equal in dignity and rights and should enjoy equality of opportunity in law and practice. Education should be a major means of achieving this goal.

1. Education International, an international organisation of teachers and educational employees, aims to promote human rights, peace, democracy, social justice and equality for all peoples and all nations.
2. There can be no doubt that equal opportunity for men and women will depend largely on education and more particularly on educational counselling and programmes designed to rectify existing imbalances. EI pledges to support such measures, in theory and in practice.
3. The education system, organisations of teachers and educational employees and EI itself must be motivated by the principles of equality embodied in EI policy pertaining to the organisation, employment and vocational training of women.
4. In order to promote the welfare and education of women and place them on an equal footing with men, EI calls upon all governments to open up greater opportunities for the advancement of women.
5. Considering that education, no matter what form it takes, is still contributing too often today to the perpetuation of cultural stereotypes and sexist behaviour, thereby aggravating the existing inequality between men and women, EI calls attention to the urgent need for action on the part of organisations of teachers and educational employees in the following three fields; A. Within the Education System, B. Within Organisations of Teachers and Educational Employees, C. In Society as a Whole.

A. WITHIN THE EDUCATION SYSTEM

It is essential:

6. To **encourage** children and students to view each other as equals by combatting prejudices and the idea that one sex is intrinsically superior to the other;
7. To **promote** integration of the sexes in schools, while allowing for separate classrooms and programmes where they are educationally more effective;
8. To **guarantee** equal access for girls and boys to education at all levels, from pre-school to tertiary programmes;
9. To **eliminate** all causes of high absenteeism and dropout rates among girls and to provide programmes to assist teenage girls who are pregnant to continue their studies;
10. To **strengthen** literacy programmes for girls and women;
11. To **ensure** that school programmes prepare all students for responsibilities of parenting and for life within the extended family, for working life and for assuming the responsibilities of citizenship;
12. To **eliminate**, from school textbooks, teaching materials and teaching practices, all sexist stereotypes and outdated ideas implying a division of labour and separate roles for men and women;
13. To **address** strongly the issue of sexist stereotyping in the media;
14. To **prepare** every child/student to embark on life as an independent, responsible and self-reliant individual imbued with a spirit of solidarity;
15. That teachers and future teachers through initial and in-service training, **be made aware** of the problems caused by the continual unequal treatment of men and women in particular they should be encouraged to engage students in a critical analysis of the cultural and religious

roots of sexism and sex discrimination, and its impact upon males and females;

16. **That member organisations insist:**
    a. that teacher training programmes encourage women to be particularly active in areas traditionally reserved for men and to have men working in areas traditionally reserved for women and that school curricula no longer be classified as "masculine" or "feminine";
    b. that career counselling should encourage both male and female students to pursue education and career goals based on their interests and aptitudes rather than gender;
    c. that adults of both sexes pursuing non-traditional careers be encouraged to mentor students and participate in career-awareness activities;
17. To **improve** chances of promotion of women working in education, by providing access to continuous training programmes permitting them to upgrade their skills and qualifications;
18. That member organisations **work** for the establishment of recruitment and employment panels which have equal representation of men and women at all levels;
19. That member organisations **include** women on their negotiating teams;
20. That member organisations **negotiate** for improvements in practices which affect the recruitment and career development of women teachers thereby encouraging achievement of positions of responsibility in increasing numbers;
21. That member organisations **negotiatë** career counselling provisions, equal pay for work of equal value, maternity and parental leave, child care options, " job sharing provisions" and the possibility of part- time work that would not discriminate against women's careers;
22. That member organisations **assist** women to apply for promotion in the education system, and equip themselves with adequate structures and means including for example equal opportunity advisers to ensure equal rights for girls and boys, men and women in schools.

B. WITHIN TEACHERS' AND EDUCATIONAL EMPLOYEES' ORGANISATIONS

23. EI should **encourage** member organisations to become active in promoting change and work to correct the recognised imbalance of opportunities which exists for men and women by promoting the personal and professional development of women and equality between the sexes. **This should be done by**:
    a. Encouraging member organisations in their respective communities to promote equal rights for men and women in all professions and vocations of the education sector;
    b. Taking the initiative in proposing legislation designed to guarantee such rights;
    c. Taking action to eliminate stereotypes which prevent men and women from developing their full potential, and by providing support for teachers engaged in eliminating stereotypes;
    d. Instituting concrete measures for the advancement of women in education through:
        - training programmes for leadership and administration
        - programmes for women in rural areas
        - promotion of access by women to positions of responsibility at all levels of member organisations and of EI
        - regular review and evaluation of all programmes to determine whether or not they meet specific objectives;
    e. Identifying obstacles which stand in the way of equal opportunity in particular those relating to:
        - the structure and rules of the organisation
        - traditional and cultural practices
        - personal fulfilment
        - employment conditions
    f. Developing positive action strategies to:
        - appoint more women to posts of responsibility, not only to those having to do with women's questions
        - organise women's groups and communications networks in order to encourage the participation of women at all levels of the organisations
        - produce and disseminate documents containing information on the development of the role of women
        - organize at regular intervals meetings and workshops on the activities of trade union organisations and the qualifications necessary in order to accede to senior positions in organisations

- develop forms and types of meetings which encourage participation by members
- set up systems of child care which make it possible for women to participate fully in professional and trade union life;

24. EI should:

a. Strongly **encourage** its member organisations to implement fully the terms of this resolution;

b. **Encourage** all teachers' and education employees' organisations to make sure that their statutes include precise provisions concerning the elimination of all obstacles to equality of treatment and which establish the full participation of women at all organisational levels and in all decision-making processes;

c. **Recognise** the rights and status of indigenous women;

d. **Encourage** its member organisations to increase opportunities for women members to apply for promotion within their organisations; insist that when applicants have equal qualifications women are promoted until they are proportionately represented in positions in the organisation;

e. **Encourage** its member organisations to promote measures with regard to training which facilitate the participation of women in elections at all levels of each organisation.

C. IN SOCIETY AS A WHOLE

Organisations of teachers and educational employees should:

25. **Demand** that all human beings be accorded identical rights and conditions for participation in social, political and professional life;

26. **Work** to guarantee equality of rights and opportunities for girls and women in all areas of society;

27. **Recognise** the rights and status of indigenous women, of women in rural areas and marginal urban sectors, disabled women, immigrant women, "women of colour" and women belonging to disadvantaged ethnic groups;

28. **Take action to eliminate** social practices and economic factors which introduce or reinforce discrimination based on gender;

29. **Demand** that all students have access to sex education and health information at all appropriate levels;

30. **Demand** that women be accorded the right and opportunity to plan their families, to carry a child male or female to full term, that the right of contraception be guaranteed, and that voluntary interruption of pregnancy be de-criminalised;

31. **Demand** that, in case of maternity, women's rights be protected, in particular the rights of access to and maintenance of employment and that they maintain their salary or receive adequate compensation for loss of income during prenatal and postnatal maternity leaves;

32. **Promote** programmes and campaigns to encourage behaviour within families conducive to the sharing of family responsibilities;

33. **Contribute** to the elimination of the often degrading image of girls and women presented in the mass media, in particular in advertising;

34. **Combat**, through education and information campaigns, violence and sexual harassment of which girls and women are the victims;

35. **Demand** that men and boys recognise their responsibility to treat women and girls as their equals;

36. **Demand** the adoption of special measures, including the provision of adequate resources that may be required in order that women may participate on an equal footing with men in all activities of society.

ROLE OF EDUCATION INTERNATIONAL

37. EI should:

a. Regularly **inform** its affiliated organisations on the action taken at the international level to improve the situation of women and girls;

b. **Ensure** the exchange of information among the member organisations;

c. **Draw up** a report for each ordinary congress on the progress made in each country and each member organisation, particularly with respect to participation by women in

responsibilities and decision-making;

d. **Organise** practical training courses for female officers, particularly to encourage women's participation in the activities of the member organisations;

e. **Adopt** the objective of attaining equitable representation of men and women in all its committees and bodies as well as in all EI delegations;

f. **Encourage** member organisations to avoid the use of sexist language and to use gender inclusive language;

g. **Intervene** to get governments to ratify and apply the international resolutions, recommendations and conventions adopted by the UNO and ILO (particularly the United Nations Convention on the Elimination of All Forms of Discrimination Against Women);

h. **Work** to spread the ideas of equality between men and women through education;

i. **Cooperate** with the UNESCO, ILO and WHO on education and prevention programmes to make women aware of their rights;

j. **Stimulate**, promote and support the efforts made by governments and international institutions relating to equal opportunities for men and women, boys and girls.

THE FEMINISED NATURE OF THE TEACHING PROFESSION (1998)

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

1. Whereas EI **recognises** the vital importance of all levels of education from early childhood through primary, secondary, technical and higher education, to the physical, social and cognitive development of children and youth;
2. **Recognising** the excellence of the work done by women in the caring professions of education and healthcare;
3. **Noting** that the work done by women in all spheres, including in education, has traditionally been undervalued;
4. **Confirming** that women have traditionally been the majority of teachers in the early stages of education, and that research and statistical data continue to demonstrate this fact in most regions of the world, regardless of national income or the income of teachers;
5. **Noting** that data on primary education confirm world-wide trends that show the increasing feminisation of this largest segment of the teaching profession, across regions and income levels;
6. **Noting** that the proportion of women teaching in technical and vocational schools is also increasing according to ILO and UNESCO data;
7. **Concerned** however that technical and vocational education tends to be very compartmentalised, with a large percentage of women teachers concentrated in so-called "feminine" disciplines;
8. **Noting** also that despite the steady rise in numbers of women academic staff in higher education institutions, their distribution in the career hierarchy remains very unbalanced while the higher-paid, more secure and prestigious positions of professor and associate professor, which provide the springboard to management positions, remain largely the preserve of men;
9. Further **noting** that women in higher education are concentrated in the lower-paid, less secure jobs of lecturer, (often part-time) and assistant professor;
10. Noting that in contrast to the increasing percentage of positions held by women in the education sector, the proportion of women in higher-level, central and regional positions, managing primary and secondary education or higher education institutions (ministry officials, chief education officers, inspectors and others) is very low;
11. **Noting** research that has revealed that internal promotion structures discriminate against women directly or indirectly because of subtle but powerful perceptions that women as potential managers may lack authority, may be challenged by disciplinary problems of students or teachers, or by parental or public pressures that prejudice the evaluation of women candidates;
12. **Taking into account** all of the above factors and the concerns expressed that many children grow up in families without positive male role models and in schools where they rarely see men working in partnership with women as classroom teachers, or equal numbers of women in administrative positions, it is necessary to analyse the consequences on the learning of both girls and boys, particularly in areas of socialisation such as social stereotyping, gender prejudice and career choice;
13. **Concerned** that employing authorities do not deal adequately with these matters and that little research is being done int these issues;
14. Congress **calls** upon EI a its member organisations to:
    Initiate strategies to minate all forms of discrimination against women working in education through:
    - **considering** the im t on women teachers of all aspects of education and union policies;
    - **working** to eradica equity where conditions and/or salary parity is denied to women, or denied to both men a women, as may be the case in the female-intensive primary and early childhood sectors;
    - **promoting** the inclusion of women on hiring and promotion panels;
    - **documenting** the impact on women teachers of discriminatory rules concerning retirement pensions; e.g. the age at which they are eligible to retire with full benefits as a result of having different career paths from men teachers;

- **undertaking** studies with the WHO and other appropriate intergovernmental agencies to establish the correlation between stress-related illnesses reported by women teachers and increasing incidence of breast cancer.

Undertake or promote research to:

- **identify** the factors in recruitment, teacher education, conditions of work, or status of teaching as a career that fail to encourage more men to enter and remain in the teaching service;
- **develop** policies that will encourage a better balance of men and women at all levels of education;
- **co-operate** with the ILO on the factors influencing the decline in the status of teachers, a trend in an increasing number of countries. This brief should include consideration of the nature of the relationship, if any, between the increasing feminisation of the teaching profession and the decline in both salaries and status;
- **develop** dynamic indicators, disaggregated by level of education and position of responsibility, to measure the degree of increase in the numbers of women working in the profession as a guide for future policy and action;
- **work** with the ILO and other appropriate intergovernmental agencies to establish the stress-related illnesses reported by women and men in the education sector to assist with policy development related to conditions of service;
- **analyse** what implications there are, if any, on students as a result of the increasing feminisation of the profession; the advantages and disadvantages detailed from this research should form the basis of discussion and action for the EI Status of Women's Committee and the Executive Board.

VIOLENCE AGAINST WOMEN AND GIRLS (1995)

Violence against women and girls must be analysed as a means of pressurising and controlling women, with its roots in the unequal distribution of power between women and men which still exists, and thus forms a major obstacle to the realisation of the effective equality of women and men.

PREAMBLE

1. *..."The term "violence against women" means any act of gender-based violence that results in, or is likely to result in physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of freedom, whether occurring in public, or in private life.*
2. *Violence against women shall be understood to encompass, but not be limited to, the following:*
   a. *Physical, sexual and psychological violence occurring in the family, including beating, sexual abuse of female children in the household, dowry-related violence, marital rape , female genital mutilation and other traditional practices harmful to women, non-spousal violence and violence related to exploitation;*
   b. *Physical, sexual and psychological violence occurring within the general community, including rape, sexual abuse, sexual harassment and intimidation at work, in educational institutions and elsewhere trafficking in women and forced prostitution;*
   c. *Physical, sexual and psychological violence perpetrated or condoned by the State, wherever it occurs.*

(excerpts from the resolution 48/104 on the elimination of violence against women adopted by the UN, December 1993)

The Education International First World Congress meeting in Harare, Zimbabwe, from 19 to 23 July 1995:

1. Strongly **condemning** violence against women and girls, which is a violation of basic human rights;
2. **Considering** that violence is a universal phenomenon, irrespective of culture, religion or political regime, present in both developed and developing societies, in all social classes (whether or not rich, educated, extensive, or affected by unemployment), as much in towns as in the countryside;
3. **Taking** into consideration the fact that currently, in 95% of cases of violence surveyed in the world within the family community, man is the aggressor and takes out this violence in all forms, from the simplest to the most sophisticated: beating, deprivation, isolation, withdrawal of care, intimidation, threats, sexual violence...;
4. **Noting** that violence against girls and women teachers at school is not only carried out by teachers, but also by pupils against teachers and other pupils;
5. **Considering** that the media must bear its share of responsibility, as a reflector and a producer of violence against women, through the images it projects of women;
6. **Rising up** against the traditions, habits and customs present in certain parts of the world, in the name of which girls and women are still oppressed and victims of prejudice, taboos and acts of violence such as genital mutilation or the immolation of widows on their dead husband's pyre;
7. **Strongly** condemning rape and particularly the use of rape as a tool of war;
8. **Noting** that many women all over the world are persecuted for having dared to claim the most basic of rights, particularly their socio-economic and political rights;
9. **Concerned** by the irreversible consequences that all these forms of violence have on women's health, whether physical problems such as illness, disability, malnutrition, premature death or psychological problems such as depressions, despair, anxiety, total lack of self-confidence;

10. **Welcoming** the nomination of a Special Rapporteur on violence against women by the General Secretary of the United Nations;

A. The Congress calls immediately on governments to:

11. Clearly **condemn** all forms of violence against women and girls;
12. **Adopt** and **carry** out all measures to eradicate all forms of violence against women and girls, in accordance with the UN Resolution 48/104 "Declaration on the elimination of violence against women" and to censure the authors of all forms of violence;
13. **Ban** all practices which are harmful to the health of women and girls such as genital mutilations initiation rites or other dowry-linked forms of violence;
14. **Carry out** multi-media information and awareness-raising campaigns, in order to render more accessible social norms which consider violence against women and girls to be unacceptable;
15. **Draw up** and **implement** health and sex education programmes including all necessary information regarding the harmful effects of such practices on the health of women and girls;

B.The Congress invites EI member organisations to:

16. **Demand** that educational systems be committed to bringing about change in behaviours of men and women, boys and girls so that equality can be achieved and the cycle of sex stereotyping can be ended;
17. **Develop** and implement consciousness-raising and information campaigns:
    a) to stress the importance of the discussion of these issues by teachers;
    b) to make its members aware that non-violent behaviour in their own home could have beneficial effects in all areas of life;

C. Role of Education International

EI should:

18. **Work** closely with the United Nations Special Rapporteur and with intergovernmental organisations to develop resource materials on the topic of violence against women and girls;
19. **Combat** all forms of violence against women and girls through the implementation of a long-term trade union plan of action which will:
    a) wage the struggle in cooperation with women's organisations and organisations for the defence of human rights;
    b) determine a strategy aimed at the teaching profession in liaison with organisations for the defence of human rights;
    c) cooperate with organisations representing parents;
20. **Encourage** the UN to collect information and statistics on this subject in the various regions, and to disseminate that information among the member organisations;
21. **Develop** a dossier on violence against women and girls for use in all its cooperation and development projects.

TRAFFICKING IN WOMEN, GIRLS AND BOYS (2001)

The Third World Congress of Education International, meeting in Jomtien, Thailand, from 25 to 29 July, 2001:

1. **Noting** that trafficking in women and girls has become one of the fastest growing criminal enterprises in the world affecting all nations;
2. Further **noting** that an estimated two million women and girls are trafficked annually around the world, for the purpose of forced labor, domestic servitude or sexual exploitation;
3. **Concerned** that traffickers in women and girls, like narcotic traffickers, operate boldly across international borders, using modern means of communication and trade to lure victims with false promises as well as using force, deception, and coercion to enslave victims;
4. **Outraged** that well-established criminal organizations traffic in women, girls and boys capitalising on increased poverty, rising unemployment and disintegrating social networks in developing countries;
5. **Noting** that Europe, North America, the Gulf States, India and Asia are important destination points for trafficking victims;
6. **Appalled** that increasingly very young children are being trafficked because of fear of contracting HIV/AIDS;

The Third World Congress of Education International calls on governments to:

7. **combat** trafficking in women, girls and boys through public awareness campaigns that provide information on the means traffickers use to lure young women, girls and boys who are then forced into prostitution;
8. **ensure** that sufficient funds are available to provide law enforcement agencies with the means necessary to combat trafficking and to prosecute traffickers to the full extent of the law;
9. **enact** "long reach laws' that will allow for the trial in the country of origin of any person charged with soliciting an underage child;
10. **treat** women, girls and boys who are victims of trafficking as victims and to provide support, counselling and training to them to be able to leave prostitution and to support themselves;
11. **provide** free compulsory education for children and to provide the necessary transitional services for children to be able to attend school and support themselves.

THE GLOBAL MARCH FOR WOMEN IN THE YEAR 2000 (1998)

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

1. **Noting** that women do not truly benefit from the same opportunities as men in any part of the world (UNDP Report, 1995);
2. **Noting** that women represent 70% of the 1.3 billion people who live in poverty;
3. **Noting** that the debt crisis and structural adjustment policies have weighed particularly heavily on women (EI, Women and the Economy, March 1998);
4. **Noting** that women, representing at least half of the global population, supply two-thirds of working hours and earn only one-tenth of global revenue;
5. **Noting** that, throughout the world, women are still victims of various forms of violence (systematic rape during times of war, murder, confinement, marital violence, denial of their right to physical integrity, etc.);
6. **Recognising** that, throughout the world, women are struggling for equality, respect, dignity, development and peace;
7. **Recognising** that there is still much progress to be made in order for states to respect their various commitments that they have undertaken at the international level in order to rectify discrimination against women and to improve the situation of women;
8. **Taking into account** the favourable reception which has been given to several groups of women coming from different countries (as of 28 February 1998, 214 groups had left from 53 countries) who are taking part in the Global March of the year 2000 which has been developed and coordinated by the Women's Federation of Québec;
9. **Noting** also the enthusiastic welcome which was given, at the Women's NGO Forum in Huairou in 1995, to the Global March of Women against Poverty which took place in Québec in June 1995;
10. **Taking** into account that, at the dawn of the year 2000, it is essential that women coming from all parts of the world and all social and professional sectors show their determination to live in a world which is fairer, more egalitarian and more respectful of human rights;

Requests of EI and its member organisations that they:

11. **Uphold** and **support** the planned Global March for Women in the year 2000, whose major objectives are to:
    - **Promote** equality between men and women
    - **Stimulate** a vast movement of women's' groups at grassroots level in such a way that the Global March constitutes an affirmative gesture on the part of women throughout the world
    - **Denounce** neoliberalism and advance alternatives based on equality, justice and a respect for human rights;
12. **Disseminate** relevant information concerning this project;
13. **Enable** and **encourage** the commitment of women in the organisation of local, regional or national actions taking place within the framework of this vast project;
14. **Create** the necessary conditions for committees, commissions or networks on the status of women to assume control of these actions, in collaboration with other women's groups.

SUPPORT TO AFGHAN WOMEN (1998)

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

1. **Is indignant** about the situation of women in Afghanistan. It is outraged that NGOs have been forced out of the country, leaving Afghan women in a dreadful situation.
2. **Condemns** without reservation the political regime imposed by the Taleban, an obscurantist and anti-democratic regime that no culture or religion could justify.
3. **Offers** unfailing support to Afghan women, including girls, who do not have the right to speak, nor the right to health or to work, nor access to education, and who are obliged to live as if invisible.
4. **Salutes** particularly the courage and self-sacrifice of Afghan women teachers who, at the risk of their own lives, secretly maintain education service premises for girls.
5. **Calls** on all international bodies, democratic countries and NGOs:
   - **not to recognise** an "apartheid" regime based on gender;
   - **to do** everything possible in order to make humanitarian assistance accessible, without any discrimination to all Afghan women.
6. **Urges** all its member organisations to exert any direct or indirect pressure to enforce respect for the Universal Declaration of Human Rights in Afghanistan, and in particular, to assert women's rights and the right to education for all.

DEVELOPMENT COOPERATION

GENDER PERSPECTIVE IN DEVELOPMENT COOPERATION (2001)

The Third World Congress of Education International, meeting in Jomtien, Thailand, from 25 to 29 July, 2001:

1. **Recalls** that the constitution commits EI "*to combat all forms of racism and of bias or discrimination in education and society due to gender, marital status, sexual orientation, age, religion, political opinion, social or economic status or national or ethnic origin*";
2. **Recognises** EI's commitment to promoting the equality of men and women, of boys and girls in society, in education and in the trade union movement and supports the efforts of EI in reinforcing the participation of women in EI's activities through, among other strategies, the use of quotas for women's participation;
3. **Notes** that while the majority of members of EI member organizations are women, fewer women than men hold positions of responsibility in teacher unions;
4. **Recognises** that the economic conditions of women are lower than those of men, and that structural adjustment policies applied through neoliberalism have worsened the status of women, who are today more vulnerable;
5. **Recognises** also that women do not truly benefit from the same opportunities as men in any part of the world and that they continue to struggle for equality, respect, dignity, development and peace, equity in healthcare, social security, well-being needed to recover self-esteem;
6. **Recalls** the UNICEF report on the State of the World's Children, 1999 and the Beijing Platform highlight the lack of educational opportunities for women and girls;
7. **Notes** that the Second World Congress of Education International determined that EI and member organizations shall establish a work programme in each region to, among other things, ensure that a gender analysis is an integral part of all research and analysis done by EI;
8. **Recalls** the EI development cooperation policy adopted by the 2nd World Congress which notes that development cooperation draws on the concepts of independence, promotion of democracy, of quality public education services for all, increasing autonomy, gender equity, sustainable development, long-term planning and mutual respect;
9. **Recognises** the importance of the current EI and member organisations' development cooperation programmes in increasing the participation of women in education unions and in their employment as educators;
10. **Recognises** that while development projects improve conditions and leadership opportunities for women in the teacher unions and education communities, more programmes are needed to ensure effective gender equality over the long term;
11. **Recognises** further that successful gender projects and other projects that are oriented towards the improvement of women's rights in development cooperation enable women to share among themselves but also enable them to represent their interests in the mainstream of the union, the community and their country;
12. **Recognises** the extreme importance of promoting sustainability of women's programmes;
13. **Acknowledges** that in regard to gender projects in development cooperation, training for the union leadership as well as the grassroots is required in order to achieve sustainability and to mainstream, not marginalise, women's issues;
14. **The Congress determines that EI and its member organizations must, in monitoring the work on gender and development cooperation, commit to:**
    - **Support** the continuing need for projects and programmes on gender issues, targeted at women and other projects and programmes, aimed at improving the rights and the role of women, and not only targeted at them;
    - **Lobby** governments in order to improve the economic, social and educational conditions of women and girls;
    - **Provide** gender awareness training and training on other issues of concern to women for union leaders, union staff and women at continental, national, regional and local levels and contribute to the increasing participation of women in positions of responsibility by looking for means to reconcile trade union responsibilities and family life;

- **Develop** a gender analysis instrument to assess the overall impact of proposed programmes and projects and ensure that such analysis is undertaken for all development cooperation project proposals;
- **Incorporate** an analysis of the current situation of the union to provide a basis for evaluation of the project outcomes, in particular, sustainability;
- **Include** indicators of quality and sustainability as well as quantifying measures in project evaluation and measures of project effectiveness;
- **Carry on** the campaigns for full protection of maternity, breast-feeding, and care of pre-school children;
- **Include** on the negotiation agendas of EI member organisations, issues of concern specifically to women;
- **Stimulate** the development of curricula that promote non sexist education;
- **Dedicate** larger ressources to the development of projects for women;
- **Strengthen** and **consolidate** the networks of women educators per region, and move on with regional plans to ensure that experiences are shared, both in instances where gender and development has made progress and where it is only just starting to boost initiatives in each organisation.

EI DEVELOPMENT COOPERATION (1998, 1995)

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

1. **Reiterates** its full support for programs intended to strengthen the teachers' trade union movement and notes that structural and long-term cooperation is the basis for meeting the needs of teachers' organisations in developing countries;
2. **Notes** that, the EI Document "*For a transparent and constructive partnership*" maps out the basic principles serving as guidelines for cooperation within EI, on the understanding that Development Cooperation is implemented in an ever changing environment, thus demanding a permanent debate on the quality of the cooperation and the specific answers needed for each individual situation;
3. **Notes** that Development Cooperation draws on the concepts of independence, the promotion of democracy, increasing autonomy, gender equity, sustainable development, long-term planning and mutual respect;
4. **Realises** that the principal needs of the majority of the teachers' unions in the developing countries lie in individual and collective membership services, improvement of working conditions, democratic reform of education systems, improved professional effectiveness and the democratic functioning of the union;
5. **Emphasises** that Development Cooperation is implemented on the basis of having the prime responsibility for the implementation of the cooperation in the hands of the organisation whose capacity and strength is to be enhanced. Other actors can coordinate, give guidance and support, facilitate and encourage, but their role is secondary to the responsibility of the host organisation;
6. **Recognises** that Development Cooperation should be implemented in the context of the regular activities of the host organisation, and the overall situation of the host organisation should therefore be taken into account prior to the implementation of the cooperation;
7. **Emphasises** the need for an in-depth insight into the structure, the democratic principles and administrative capacities of the organisation before the programmes of cooperation can be implemented; if the basic necessities for implementing a program are absent, cooperation should be oriented to strengthening these aspects;
8. **Underlines** the necessity and the respect for three guiding principles in all development cooperation activities: transparency, effectiveness and clarity. This means working on the basis of an open flow of information, in a critical dialogue between two equal partners, and with respect for each others' demands and priorities;
9. **Insists** on a type of cooperation in which the broad spectrum of the activities of the host organisation is taken into account, leading to a programme of cooperation which is well balanced with respect to target groups, areas to be covered and themes to be dealt with;
10. **Calls upon EI:**
    - to **act** first and foremost as a facilitator in this process of cooperation, and also calls upon EI to systematically collect and disseminate information, promote discussions on the quality of cooperation, and safeguard the principles agreed upon;
    - to **set up** a data bank registering basic information on all development cooperation activities;
    - to **follow** the UN Recommendation and allocate at least 0.7 % of its annual income for the implementation of activities in developing countries;
    - to **put into place** the revised and broadened task of the Solidarity Fund so it can handle the EI 0.7% allocation, as well as contributions from EI affiliates;
    - that at least 0.7% of the funds committed to development cooperation **programmes be devoted** to program costs as distinct from administration costs;
    - to **organise** annually a consultation meeting of those member organisations with an interest in Development Cooperation Programs;
    - to **organise** a triennial meeting of the cooperating organisations for Africa, Asia and the Pacific, Latin America, Central and Eastern Europe and the Caribbean;
    - to **produce** three times a year a bulletin containing up-to-date information on Development Cooperation and reference documents of interest.

11. Calls upon EI member organisations:

- to **provide** EI with the information necessary to set up and maintain the data bank;
- to **allocate** a minimum of 0.7% of their income to Development Cooperation Programs, which amount will be entirely separate from their annual membership dues to Education International;
- to **lobby** their respective governments to meet the UN Recommendation and allocate at least 0.7% of their GNP to Development Cooperation;
- to **include** in its membership education programmes awareness-raising activities in support of Development Cooperation.

The Education International First World Congress meeting in Harare, Zimbabwe, from 19 to 23 July 1995:

1. **Notes** that Education International carries out work in three main areas: Human Rights and Equality, Education and Employment and Development Cooperation;
2. **Notes** that Development Cooperation mainly consists of projects in developing countries: their planning, execution and follow-up. These projects and a large part of the cost for execution and follow-up are financed from extra-budgetary sources;
3. **Notes** that the fact that EI, as an important trade secretariat, does not budget its own Development Cooperation, is very unsatisfactory;
4. **Notes** that the planning and decision-making processes of different donor organisations and agencies may make it difficult to obtain extra finances for urgent projects;
5. **Suggests** that, in order to be able to deal with urgent needs, amongst other things, EI should have its own project funds. By setting aside funds for Development Cooperation within the ordinary budget, EI as an organisation would emphasise the importance of this particular field of action;
6. **Suggests** two possible strategies by which EI could create its own Development Cooperation funds:
   - The first is to extend the area covered by EI's Solidarity Fund to include development projects. By means of active information campaigns, EI can appeal to the member organisations for donations to the solidarity fund on a yearly basis;
   - The other possibility is to earmark a percentage of EI's income from membership fees for project activities so that all affiliated organisations would jointly contribute to Development Cooperation, just as they participate in the financing of all other EI activities;
7. **Asks** the EI Executive Board to consider the best possible plan to supplement the extra-budgetary funding mechanism;
8. **Asks** the EI Executive Board, commencing in the Congress period 1998-2001, to make allocation within the ordinary budget for Development Cooperation.

SOLIDARITY WITH THE TEACHERS AFFECTED BY THE EARTHQUAKE IN SOUTH PERU (2001)

The Third World Congress of Education International, meeting in Jomtien, Thailand, from 25 to 29 July, 2001:

Considering:

1. That, on Saturday 23 June 2001, the villages in the South of Peru were hit by an earthquake of a magnitude of 7° on the Richter scale. The earthquake has caused the death, ruin and despair of the inhabitants of this part of the country;
2. That this fact is far worse for the villages in the centre of the country, whose road infrastructure has been seriously damaged, preventing help from being given appropriately. Dozens of villages are isolated, families have lost their houses and homes, their crops have been ruined;
3. That the teachers in the South of Peru have lost their houses, and their schools have been seriously affected;

The Third World Congress of Education International wishes to:

4. **Express** its solidarity with the Peruvian people and with the teachers in particular;
5. **Request** that all the teachers in the world join the world campaign to support the people and in particular the teachers in Peru;
6. **Seek** the immediate attention of the Peruvian Government as well as the rehabilitation of the villages affected by the earthquake.

GLOBALISATION

THE INTERNATIONAL LABOUR ORGANISATION, THE WORLD TRADE ORGANISATION AND THE GLOBALISATION OF THE ECONOMY[5] (2001)

The Third World Congress of Education International meeting in Jomtien, Thailand, from 25 to 29 July 2001:

1. **Recognising** the dramatic increase in world trade and foreign investment and the impact on citizens resulting from the globalisation of the world economy;
2. **Noting** the intensification of the liberalisation of trade since the establishment of the World Trade Organisation;
3. **Concerned** at the impact on workers' jobs, pay, conditions of employment and the pressures to limit the bargaining strength of trade unions by powerful transnational financial institutions prepared to increase the disparity within societies by forcing down wages and worsening employment conditions;
4. **Concerned** also at the pressures on governments to privatise education, healthcare and other public services;
5. **Supporting** the expansion of trade and investment, provided that the objective is to stimulate growth, to help end world poverty, to raise the living standards of all peoples and to ensure environmentally sustainable development;
6. **Welcomes** the existence of, and **recognises** the need for, international economic and financial institutions. However, Congress **calls upon** governments, especially those constituting the G8 Group, to require these institutions to be more open and democratic in their procedures, in setting their aims and in establishing their priorities;
7. **Believes** that greater public awareness and a more informed debate would prove beneficial to all the interests concerned;
8. **Convinced** that the right of access to markets confers the responsibility to ensure that the workers' basic rights are universally respected, that the State's capacity to develop public services such as education is not impeded, that production and distribution of cultural works are especially protected and that protection of the environment is respected;
9. **Welcomes** the consensus reached at the UN World Summit for Social Development, including the specific reference to the importance of respect for the seven basic international labour standards, to make progress in the reduction of poverty and unemployment;
10. **Supports** the work done by ICFTU and ITSs to find ways to ensure observance of international labour standards within international trade agreements and **notes**, with appreciation, the work of TUAC on the Multilateral Agreement on Investment (MAI) while stating principled opposition to this agreement;
11. **Calls** on the World Trade Organisation to take into account the efforts of governments, trade unions, employers and international organisations like the ILO to raise standards by implementing the ILO Conventions;
12. **Urges** the WTO and the ILO to establish a joint working group on Trade and Labour Standards to examine how core labour standards can be integrated into trade agreements, to determine operating mechanisms and means of co-operation between the WTO and the ILO;
13. Believes that the free market model, which underpins the WTO's trade liberalisation program, is inappropriate for education;
14. **Congress calls on EI and its member organisations to**:
    - **Work** with the ICFTU and the ITSs to encourage the governments and employers on the Working Party of the ILO Governing Body on the Social Dimensions of the Liberalisation of International Trade to enter into dialogue with the Worker's Group to consider how the procedures of the WTO can be adapted to promote the observance of core ILO Conventions;
    - **Publicise** among member organisations information to raise awareness of violations of standards by companies, particularly when child labour or forced or bonded labour are involved, or where workers are refused the right to organise;
    - **Promote** - through the trade unions in different parts of the world - a new approach to the processes of regional integration. We must devise new organisational strategies for Mercosur, NAFTA, the European Union, the Central American Market, the Organisation of African Unity, and the various regional organisations in Asia;

[5] Resolution from the Second World Congress amended in July 2001

- **Oppose**, through strategically planned actions, WTO plans which result in increasing poverty, concentrating wealth in the hands of a minority, and preventing the emergence of genuine programmes for health, education and scientific and technological development, geared to creating a more responsible and caring world;
- **Promote** the creation of negotiating bodies in each country to enable the trade unions to discuss the new framework which all these changes as a whole imply for working conditions and education;
- **Encourage** member organisations and their members to support companies that respect core labour standards in the production of their products and support initiatives to promote social labelling;
- **Participate** in the trade and labour standards discussions with the ICFTU, at the ILO and through TUAC atthe OECD;
- **Focus** specific attention on encouraging EI member organisations to lobby their governme its to support strengthening the mandate of the ILO to deal with countries that consistently violate the core labour standards;
- **Continue** to work to promote the inclusion of core labour standards in trade agreements;

15. Congress also calls on EI and its member organisations to campaign for education, health care, and social services generally to be excluded from the scope of the WTO's General Agreement on Trade in Services (GATS). Consistent with this objective, EI and its member organisations should:

- **Demand** full openness and transparency of GATS negotiations e.g. publication of government mandates, consultation with national and international union organisations, publication of reports and projects on trade in services discussed within the OECD and regional trade groupings;
- **Oppose** proposals to transform GATS into a comprehensive top-down agreement, thereby placing the onus on countries to secure exemptions for particular services;
- **Support** the right of national governments to regulate the provision of education, such as culturally appropriate content for courses and qualifications, the licensing of schools and universities, and the supply of tertiary places in particular discipline areas and the number of corresponding schools or faculties where viability is a consideration;
- **Collect** information on the consequences of GATS to date, and establish links with campaigns by non-government organisations concerned about the GATS;
- **Oppose** the development of new GATS disciplines that would allow for WTO dispute-panels to judge whether technical standards and licensing and qualification requirements and procedures affecting education and other social services are too 'trade-restrictive';
- **Oppose** the development of new GATS disciplines that limit the rights of national governments to determine the allocation of government subsidies to education and social service providers.

ILO International Standards

ILO Convention 29	Forced labour
ILO Convention 87	Freedom of Association and Protection of the right to organize
ILO Convention 98	Right to organize and Collective Bargaining
ILO Convention 100	Equal remuneration
ILO Convention 105	Abolition of Forced Labour
ILO Convention 111	Discrimination (Employment and Occupation)
ILO Convention 138	Minimum Age

THE DEBT CRISIS, STRUCTURAL ADJUSTMENT AND EDUCATION (1995)

The Education International First World Congress meeting in Harare, Zimbabwe, from 19 to 23 July 1995:

1. **Notes** that many countries, especially in the Third World and also to some extent in Eastern and Central Europe, are caught in a debt trap;
2. **Notes** that programmes for "economic reconstruction" and "structural adjustment", imposed by the international financial institutions, such as the IMF and the World Bank, often hit the public sector hard and that attacks on the public sector have led to extensive cuts in educational spending;
3 **Notes** that public spending cuts in many countries under-going structural adjustment have meant that education budgets have been squeezed in areas which affect quality of education; education of teachers, maintenance of buildings, textbooks, learning materials;
4 **Notes** that figures over the last five years show that teachers' salaries in many developing countries have declined, and were sometimes not even paid regularly, with delays up to several months reported;
5. **Notes** that international financial institutions have, as a part of adjustment programmes, supported a development within the educational sector in favour of market oriented reforms, user-fees and privatisation;
6. **Notes** that many measures concerning teachers which relate to adjustment programmes have been implemented without any kind of negotiation or consultation with the organisations representing teachers and the educational employees.

A. The Congress believes:

7. That economic and social development requires commitment to education and that only education can create the constructive prerequisites for solving the great problems confronting humanity;
8. That education has to be seen as an investment, rather than as an expenditure, as it involves sacrificing an immediate return so as to reap a far greater benefit in the future; and if investment in human resources through education spending is to achieve the greatest return, it has to be made on a long term basis and not be subject to short term changes in value;
9. That government spending on education should be targeted and implemented as effectively as possible, but the criteria by which education should be assessed should reflect educational objectives and their contribution to economic, social and political development, both individual and collective, and not just the short term costs;
10. That the result of "rolling back the state" is a widening of economic and social disparities, not only between rich and poor including minorities and immigrants, but also in respect of the inequality of opportunities between boys and girls since, in many cultures, where parents have to make a choice as to which children receive an education, it tends to be the girls who are disadvantaged;
11. That privatisation of education increases inequities and thereby serves to widen, rather than diminish, division in society and makes education into a commodity which is bought and sold and thus regulated by "market forces" rather than by demands expressed by society in general.

B. Role of Education International

EI should:

12. **Demand** that all nations mobilise to guarantee public education for all;
13. **Support** a concerted international action for a a substantial reduction of the debt faced by developing countries and Central and Eastern Europe, in order to quickly bring about its cancellation under conditions ensuring sustainable development and democratic processes;
14. **Support** the proposition that in order to guarantee that debt relief given to countries will benefit education such relief should include agreements to protect the social sector in general

and education in particular;

15. **Encourage** trade unions in the concerned countries to ensure that their governments carry out debt relief agreements in which the social sector is protected;
16. **Demand** that the World Bank and the International Monetary Fund change their present policies in taking carefully into account the views of the International Labour Organization (ILO), ICFTU and EI at the international level and the views of the social partners at the national level;
17. **Encourage** unions in industrialised countries to make representations to their governments in this regard so that they may exercise their powers within the World Bank and the International Monetary Fund;
18. **Demand** that the World Bank and the International Monetary Fund recognise the importance of consultations with teachers and their organisations;
19. **Urges** that the industrialised countries fulfill their own commitments to allocate 0.7% of their Gross National Product to development cooperation and assistance to the developing countries;
20. **Inform** and **influence** international organisations and governments about this situation and about the proposed solutions.

ENVIRONMENTALLY SUSTAINABLE DEVELOPMENT (1998)

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

Defines environmentally sustainable development as development that meets the needs of the present without compromising the ability of future generations to meet their needs.
Wishes to tackle environmental issues as a strategic project with a view to strengthening public education and the new role of trade unionism.

1. Whereas Education International understands the interdependence of all countries and recognises that no country can assure its future alone, regardless of its economic strength or level of development;
2. **Recognises** that it is essential for a global partnership among nations to address effectively environmentally sustainable development;
3. **Notes** that substantial discussions were held at the Kyoto Conference as well as at the Global Summit in Rio de Janeiro, to prevent environmental destruction on a global scale and to promote the control of CO_2 emissions against global warming, but that the protection of the global environment has since been deadlocked due to the 'economy-first' policies of many governments;
4. **Deplores** the lack of effective action by governments to address climate change, desertification, de-forestation, unregulated industrialisation, sustainable energy policies, the global effects of pollution and the problems of population growth, especially in developing countries, as a result of the unlimited introduction of market economies;
5. **Denounces** the dumping of hazardous waste manufactured in industrialised countries in developing countries;
6. **Deplores** the rise of sea levels due to global warming that is threatening the very existence of island countries which lie at low altitude;
7. **Denounces** accidents caused by nuclear power plants that could bring irrevocable dangers to humanity and the environment;
8. **Recognises** equally that environmentally sustainable development requires that all peoples' need for food, shelter, access to clean water, healthcare, education, employment, transport and sanitation are met;
9. **Deplores** that many people in the world are not informed that global destruction on a global scale is rapidly reaching the limit at which human life can be sustained on this planet;
10. **Notes** that sustainable action on environmental concerns must take account of broader issues of economic and social development, poverty alleviation, consumption of resources, employment and quality of life;
11. **Notes** that environmental protection is a function of truly sustainable development and that economic policies that destroy the ecological basis of life cannot succeed in the long term;
12. **Acknowledges** that a safe and healthy environment for children to grow in, and safe and healthy workplaces for adults, require a healthy natural environment including clean air and water;
13. **Recognises** that educational personnel, teachers, workers and administrators, as members of EI, an international trade union secretariat associated with the ICFTU, must promote social change by making claims that are the driving force of progress and advocate environmentally sustainable development through education;
14. **Notes** that any change requires a change in people's knowledge and awareness and that education plays a crucial role in effecting such change;
15. **Notes** that in order for educators to be able to fulfil their collective role and responsibility, full trade union rights which include the right to organise, to bargain collectively and to full participation are essential;
16. **Recognises** that education at all levels, including education of union members, is a vital component of sound policy on environmentally sustainable development;
17. **Determines** that curricula must be developed that will integrate environmentally sustainable development issues into all appropriate fields of study, and that this curriculum will deal with the political, social, moral, environmental and economic implications of sustainable development;

18. Equally **recognises** that strong legislation which includes inspection and enforcement mechanisms are essential for environmentally sustainable development;
19. **Recognises** the key role of women, particularly in developing countries, and the need for their involvement in education programmes and policy development at all levels;
20. **The Congress determines that EI shall:**
    - **work** with the ICFTU and other ITSs to raise awareness among members on the issue of environmentally sustainable development;
    - **prepare** an inventory of the best innovative teaching practices in this area and bring it to the attention of all of the affiliates;
    - **lobby** governments to adopt legislation that will promote environmentally sustainable development in the broadest sense that deals with social, economic and environmental issues;
    - **lobby** governments to collect reliable and comparable data, statistics and indicators, methods of assessment, cost-benefit analysis, including the cost of action and the cost of lack of action;
    - **work** with the ILO to promote international core labour standards, ILO standards on occupational health and safety and the work environment, particularly as it refers to education institutions;
    - **work** to promote the inclusion of labour and environmental rights in trade agreements;
    - **work** with UNESCO, UNICEF, WHO to promote environmentally sustainable development;
    - **support** civil organisations engaged in activities for the protection of the global environment and ask member organisations to support such domestic civil organisations;
    - **promote**, through representations to international organisations such as the World Bank, UNESCO, UNDP and the International Monetary Fund, these perspectives on sustainable development and an educational model that will take account of the new scientific, technological, economic and environmental reasons which require a reassessment of the traditional role of educators and trade unions as well as of the meaning of peace and justice;
    - **develop** education and research projects to stimulate debate on the unidirectional model that leads to social exclusion and which underlies the globalisation project currently under way and which ignores and destroys biological and cultural diversity.
21. **The Congress calls on EI member organisations to:**
    - **lobby** governments to ratify ILO Convention 139 on the prevention and control of occupational hazards caused by carcinogens, in particular with regard to the exposure to asbestos;
    - **lobby** governments to ratify ILO conventions 155 and 161 as well as their accompanying recommendations 164 and 171 on occupational health and safety;
    - **lobby** governments to promote environmental education programmes with the help of UNESCO;
    - **negotiate** the terms of participation of education unions in policy development on environmental education and curriculum development on environmentally sustainable development;
    - **exchange** information on education for the protection of the global environment and the development of educational programs with the help of EI;
    - **ensure** that conditions in schools and other education institutions meet the highest environmental standards which ensure that teachers work in healthy conditions and that children learn in optimal conditions;
    - **include** training for members on issues of sustainable development;
    - **ensure** that initial and in-service education for teachers provides high quality programmes for education personnel on issues of environmentally sustainable development;
    - **ensure** that development co-operation programmes organised by EI and its members include modules on environmentally sustainable development;
    - **check** whether protection of the global environment is provided for in their countries and if it is part of teaching materials and curriculum.

THE WORLD ECONOMY AND EDUCATION (1998)

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

1. **Notes** that the economy is caught up in the process of globalisation at the level of the sites of production and of the markets. This is accompanied by aggressiveness on the part of the business world and Governments have either been co-opted or become "laissez-faire" in their approach. Relocations of enterprises that arise from this process often dramatically disrupt the labour market and the situation of workers;
2. **Notes** that these relocations are increasingly accompanied by a reduction of social guarantees for workers and their families. Government policies of fiscal exemption for these enterprises reduce the revenue of the governments that are responsible for the provision of basic social services;
3. **Notes** that this globalisation is based on neo-liberal economic principles that aim to reduce to a minimum the role of government and the public sector, particularly in the fields of education and health. They promote values of excessive competition between individuals in which the immediate profit of a few becomes the rule, while the general well-being of the majority becomes the exception;
4. **Notes** that governments that have adopted the neo-liberal model with highly internationalised economies wish to obtain a suspension of all customs tariffs to enable them to gain access to every market along with total freedom to invest in every country and in every sector, including the sectors that were traditionally the preserve of the public services. The consequence is a significant increase in privatisation, including within the education sector;
5. **Notes** that this globalisation of the economy is generally accompanied by a profound transformation of the nature and content of employment. While transnational corporations locate low-skill work with cheap labour in poorer countries, in the OECD countries and in those which have undergone spectacular development during the last few years, the economy is increasingly more sophisticated. The use of new technology, that is constantly being updated, is leading to a demand for new forms of general and professional training for young people if they want to enter this labour market without too many difficulties.

The Second World Congress of Education International:

6. **Considers** that the economy has interests and education has objectives which should be reconciled: the economy needs human resources that are increasingly better trained to meet the challenges of global economic competition, while education needs financial resources provided by economic growth through equitable systems of taxation. Such convergence would benefit education if the economy were to move away from the finance-driven logic of the marketplace focused on the search for ways of reducing the cost of work, on privatisation and on deregulation.
7. **Considers** that education also has the role of training human beings and citizens capable of participating in societies that are becoming increasingly complex and multicultural and of keeping alive the ideals of democracy, social justice, solidarity and peace. Education should therefore not be subjected to the interests of the economy alone;
8. **Considers** that the working environment must create favourable and learning conditions. In turn this will encourage positive attitudes from families, their children and society in general, to the role and importance of education. Employees who are happy and well-balanced in their everyday life are more likely to encourage behaviour of the same kind in their children in relation to education;

The Second World Congress of Education International:

9. **Recommends** to the Executive Board and to the Secretariat that they remain alert to changes in the globalisation of the economy and its consequences for employment in general. This is important for the future of young people. The link between the education sector and the economy drives changes in the nature and content of employment and the courses offered to young

people. To protect a balance of general and vocational education it is important to influence to the greatest degree possible the policies of intergovernmental institutions like the World Bank, the OECD. It is also important to have the ILO play its role to the fullest extent;

10. Recommends that the Executive Board initiate an in-depth debate on scientific rationality and the new models of economic rationality. The debate on the building of knowledge, an issue which lies at the heart of teachers' work, is vital for educators' trade unions;
11. **Recommends** that the Executive Board develop education and research projects to stimulate debate on the unidirectional model, leading to social exclusion, which underlies the globalisation project currently underway and which ignores and destroys biological and cultural diversity;
12. **Recommends** that the Executive Board promote, through trade unions in different parts of the world, a new approach to the processes of regional integration. We must develop new approaches and strategies for Mercosur, NAFTA, the European Union, the Central American Market, the Organisation of African Unity and the various regional organisations in Asia.
13. **Recommends** to the Executive Board that, in order to protect and enhance free and universal public education and workers' rights, EI should monitor the impact on education of the Free Trade of the Americas Agreement (FTAA) and the agenda of the Asian-Pacific Economic Co-operation (APEC) and support affiliates to intervene in order influence these organisations;
14. **Recommends** that the Executive Board, in liaison with the ICFTU and the TUAC, focus attention on the negotiations currently taking place on the Multilateral Agreement on Investments (MAI) within the framework of the OECD. The MAI has already been discussed within the framework of the World Trade Organisation. It seeks absolute freedom for foreign investments in every sector of the economy, including education, health and culture, which re-opens the questions of social, educational and cultural policies of States, and thus poses a potential threat to public education. Corporate influence or control of education is anti-democratic and national governments must retain sovereign rights concerning the provision of public education. Until there are guarantees concerning labour and environmental standards and exceptions for public education, health, public services and culture, EI will continue to oppose this agreement and urge member organisations to participate in the global campaign of opposition;
15. **Recommends** that the Executive Board oppose, through strategically planned actions, WTO's plans which result in increased poverty, concentrate wealth in the hands of a minority, and prevent the emergence of genuine programs for health, education and scientific and technological development, geared to creating a more responsible and caring world;
16. **Recommends** that the Executive Board promote the creation of negotiating bodies in each country to enable trade unions to discuss the new framework which all these changes as a whole imply for working conditions and education;
17. **Recommends** to the Executive Board and to member organisations that they engage in constructive negotiations and/or partnerships at the international and national level with groups concerned with education and economic issues, in order to influence the nature of education reforms so that they result in education systems that meet the new needs of individuals in societies that are undergoing profound change;
18. **Recommends** that member organisations, in liaison with the trade union centres/confederations of their respective countries, study the equity of national policies of taxation, and propose appropriate changes where necessary to these policies in order to obtain, as a first step, a minimal allocation of 6% of the Gross National Product (GNP) to education. A tax on global financial transactions should contribute to the target of at least 6 per cent of GNP allocated to education. The EI Secretariat should be kept informed of initiatives that have been taken in this area.

THE CURRENCY CRISIS AND STRUCTURAL ADJUSTMENT IN ASIA (1998)

The economic crisis that began in Thailand with the sharp devaluation of the baht has spread to other Asian countries such as Indonesia and Korea, and these countries, which received bailout support from the International Monetary Fund, are being forced to take drastic measures for economic structural reform, as well as for greater transparency in national administration. In Thailand, the national budget as a whole has been reduced by 20%, and educational expenditure has been sharply cut, causing, as a result, the postponement of the planned implementation of an extension of the duration of compulsory education from six to nine years.

In addition, this situation has proved beneficial to international organisations, to the most concentrated economic operators and those speculating on capital markets, in their attempts to threaten, and often extend the crisis to all under-developed countries, that have not fully developed their structural adjustment policies or have not limited social and employment rights.

To correct the vicious cycle in which developing countries, burdened with external debts, are subjected to adverse influence upon education by accepting IMF bailout loans on condition of adopting structural reform policies,

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

requests its member organisations to take the following actions:

1. **Demand** of the governments concerned and related inter-governmental organisations that they guarantee the right to receive basic education to all people, irrespective of the economic conditions of their countries;
2. **Confirm** that the governments of developing countries shall try to overcome the economic crises through the democratic process;
3. **Urge** governments to reconcile the pursuit of economic efficiency and that of human development;
4. **Attach** importance to the currency crisis in Asian countries as a problem of the international community and to approach the governments concerned to work together to overcome the crisis;
5. **Support** activities to promote true democratisation in each country, in view of the fact that political corruption was also present, even with the achievement of certain levels of democratisation such as the freedom of participation in politics and constitutional revision in Asian countries.

THE UN WORLD SUMMIT FOR SOCIAL DEVELOPMENT (1995)

Preamble

At the UN World Summit for Social Development in Copenhagen held from 6-12 March 1995, the foundation for a Social World Constitution was created. It consists of the World Community's 10 commandments for social developments, i.e. 10 commandments for the creation of a better world.

The keywords of the final declaration were:

The welfare of children, men and women has first priority
Intensification of democratisation processes
Fight against poverty
Social integration
Equal rights for the sexes
Fight against unemployment including a ban on child labour
Compulsory and qualified free education for all
Increased economic and social assistance to developing countries.

Furthermore, it was decided that ***the structural adjustment programmes of the World Bank and IMF must incorporate social development targets.***

However, these fine declarations are only declarations of intent, and consequently everything possible must now be done to make the heads of state stand by them.

Now and in years to come, EI and its affiliates have a strong obligation of solidarity to show the way and act as the driving force and as a watchdog exerting pressure to put action behind the words adopted by the Summit, both nationally and internationally. The issue of ***follow-up activities*** *was the tenth, but nonetheless the most important commandment of the Summit.*

The Education International First World Congress meeting in Harare, Zimbabwe, from 19 to 23 July 1995:

1. **Welcomes** the fact that the world community has put global social problems on the agenda;
2. **Welcomes** the fact that the World Bank and the IMF will incorporate social considerations into their future lending policies;
3. **Welcomes** the fact that teaching and education were included, after pressure, in the Summit agenda;
4. **Recommends** that as one contribution to the fight against unemployment, appropriate systems of vocational education and training for all young people after their initial schooling and for all adults should be developed;
5. **Welcomes** the fact that the final document of the Summit emphasises that free market forces alone cannot solve the global problem of poverty;
6. **Welcomes** the fact that the final document of the Summit urges receiving as well as donor countries to conclude agreements according to the 20/20 principle which implies that 20% of development assistance and 20% of government budgets in developing countries must be set aside for social purposes;
7. **Regrets** that the Summit could only agree on declarations of intent and not on binding resolutions;
8. **Regrets** that heavily indebted countries were only given limited promises of debt release/debt rescheduling at the Summit;
9. **Resolves** that EI will forward an annotated special issue of the Monthly Monitor to its affiliates containing the declarations of intent from the UN World Summit for Social Development, with proposals for a specific and coordinated strategy concerning steps that can and should be taken by EI and its affiliates. The aim is to exert pressure on the UN, the IMF,

the World Bank and other multilateral organisations, as well as on the UN member states, with the purpose of making them live up to the declarations of intent made at the Summit;

10. **Resolves** that EI affiliates must undertake to follow up on EI's proposals for action in relation to the national governments;

11. **Resolves** that during the upcoming Congressional period, EI must keep its affiliates regularly informed of the development with a specific view to the implementation of the declarations of intent which concern teaching and education and other matters pertaining to teachers as salary earners.

Education International
Internationale de l'Education
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Education International,
the voice of the education sector world-wide

Education International is a world-wide trade union organisation of education personnel, whose 24.5 million members represent all sectors of education, from pre-school to university, through its 309 national member organisations in 157 countries and territories.

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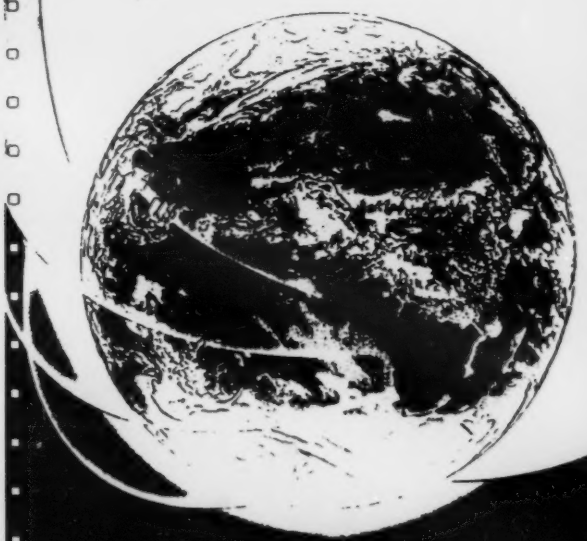
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